Virginia Reads:
Every Minute Counts

(As approved by the USDOE)

Virginia's *Reading First* Program

Commonwealth of Virginia
Department of Education

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INTRODUCTION

Virginia Reads: Every Minute Counts is the Virginia Board of Education's *Reading First* application. Funding of this grant request will provide the commonwealth the capacity to award local educational agencies sixty to seventy-five school level subgrants that are based on model classroom and professional development criteria. Projected funding level for subgrants of $180,000 to $225,000 per year is anticipated. However, actual funding level is dependent upon each subgrant request. *Reading First* funding will also provide the Virginia Department of Education (VDOE) the opportunity to partner with the University of Virginia (UVA), Curry School of Education in establishing a center at UVA for the purposes of developing and delivering Teacher Reading Academies for all K-3 teachers, all K-12 special education teachers, all Title I teachers, all reading teachers, and other institutions of higher education. The center will also develop Reading Leadership Academies for central office personnel and building level administrators. In addition, the department plans to employ a full-time *Reading First* specialist, a grants manager, and eight reading specialists to provide Virginia's *Reading First* local education agencies (LEAs) and schools the technical assistance to MAKE EVERY MINUTE COUNT.

This revised application is organized in the same order as the criteria found in *Reading First* Criteria for Review of State Applications. Additions and modifications have been made in each specified area according to the expert review team report.

I. IMPROVING READING INSTRUCTION

A. Current Reading Initiatives and Identified Gaps

The Commonwealth of Virginia is aware of the diverse challenges of urban, suburban, and rural living. The state extends from the mountains of the southwest to the waterways of Hampton Roads, from the suburbs surrounding Washington, D.C. to the farmlands of southside, and from the Shenandoah Valley to the Eastern Shore. Within each of these communities, Virginians support high academic standards and demand excellence from the public schools.

The Virginia Board of Education sets policy and establishes regulations for the operation of public schools in communities of the commonwealth. Under this governing body, the Virginia Department of Education provides direction to local school officials for the purpose of increasing learning and academic achievement of all students in the commonwealth. Instruction, accountability, planning, parent and community involvement, and technology are key focus areas for the department.

Since 1997, three Governors, four State Superintendents of Public Instruction, and the Virginia Board of Education have embraced the goal of all children reading on grade level by the end of third grade, and have been in the forefront of using scientifically-based reading research to design and implement programs to reach this goal. All state programs and reading initiatives are based upon scientific research and include the following:

1. English Standards of Learning, Assessment and Accountability

In June 1995, the Virginia Board of Education adopted revised Standards of Learning in mathematics, science, English, and history/social science as a means to set reasonable targets for student learning and provide clear, concise expectations for what should be taught in Virginia's schools. These rigorous standards, a result of broad-based involvement from the community and schools, are the essential element of the state's system of accountability.

In 2000, the Virginia Board of Education adopted a review schedule for the Standards of Learning. The original schedule had one subject per year being reviewed beginning with history and social science in 2001. In subsequent years, mathematics, science and then English would be reviewed. In March 2002, upon a recommendation of the Superintendent of Public Instruction, the Virginia Board of Education approved a revised review schedule. The revision moved the review of the English Standards of Learning from 2004 to begin immediately, and be completed by November 2003. The board approved this action to ensure that Virginia would be in position to comply with the annual testing of reading in grades three through eight as required by the federal *No Child Left Behind Act of 2001*.

The Standards of Learning within each content area, as well as explicit and implicit goals, are clear, concise, and comprehensive, but not all-inclusive. It is important to note that the Virginia English Standards of Learning in the primary grades parallel the reading skills emphasized in the *Reading Excellence Act* and *Reading First* which include: phonemic awareness, phonics, fluency, vocabulary/concept development, and reading comprehension.

The English Standards of Learning set goals for students to: acquire and use oral communication skills in both formal and informal situations; acquire and use phonetic, syntactic, and contextual strategies to read fluently with comprehension; acquire and use writing skills to communicate with a variety of audiences through narrative, expository, and persuasive compositions; and, acquire and use skills in data access, retrieval, and processing from print, non-print, and electronic sources.

The current review of the English Standards of Learning will focus on strengthening fluency and vocabulary/concept development in kindergarten through third grade by adding a specific standard for fluency at second and third grades, and by adding specificity to existing standards related to vocabulary/concept development, and comprehension strategies in both fiction and non-fiction texts.

To support school divisions in the alignment of local curriculum to the standards and to assist teachers with classroom instruction, the Department of Education has provided two technical assistance documents. The *Curriculum Framework* expands on each standard by elaborating on the intent of the standard and providing the essential skills, knowledge and processes required to meet each standard. The *Sample Scope and Sequence* serves as a general guide for teachers and persons responsible for curriculum development to align their curriculum and instruction to support the English Standards of Learning. It also includes teaching resources and ideas for classroom assessments.

Virginia is committed to the belief that all children can learn. Therefore, the Standards of Learning goals and performance indicators established in this state are applicable to all public school children, including those special populations who attend high poverty schools, as well as those who are limited English proficient or learning disabled.

While the standards direct certain grade level content expectations and sequence for learning, local school boards have the autonomy and flexibility needed to offer programs that best meet the educational needs of the students. Decisions about instructional methodology are also made at the local level; however, accountability is a state responsibility. Thus, the Standards of Learning are currently assessed at grades three, five, eight, and end-of-course in high school through statewide performance tests. Since the first year of Standards of Learning tests in 1998, student achievement has increased on all tests, including double-digit increases in the percentage of students passing 23 of 28 assessments. Unfortunately, as outlined in the chart below, third- and fifth-grade reading percentages are relatively flat and not improving at the same rate as other subjects in those grades.

Statewide Spring Passing Rates (Shown in Percent Passing)

SOL Test	1998 Passing Rate	1999 Passing Rate	2000 Passing Rate	2001 Passing Rate	Change 1998-1999	Change 1999-2000	Change 2000-2001	Change 1998-2001
Grade 3								
English	55	61	61	65	+6	0	+4	+10
Mathematics	63	68	71	77	+5	+3	+6	+14
History & SS	49	62	65	72	+13	+3	+7	+23
Science	63	68	73	74	+5	+5	+1	+11
Grade 5								
English:Reading	68	69	68	73	+1	-1	+5	+5
English:Writing	65	81	81	84	+16	0	+3	+19
Mathematics	47	51	63	67	+4	+12	+4	+20
History & SS	33	46	51	63	+13	+5	+12	+30
Science	59	67	64	75	+8	-3	+11	+16

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) give schools until 2003-2004 to increase student achievement to specified levels in the core areas of mathematics, history/social science, science and English. The pass rate in third- and fifth-grade English required for schools to be Fully Accredited will be 75 percent. While a school's

accreditation status is important, the ultimate goal is 100 percent passing English. All children in the commonwealth must be able to read well and on grade level (both fiction and nonfiction) by the end of third grade. While the SOA accountability program has placed a spotlight on Virginia schools most in need of assistance and fundamental change, for many of Virginia's elementary schools, reaching the 75 percent pass rate will be a challenge in itself.

From 1998 until 2004, the SOA provides incremental passing benchmarks in the four core areas. For 2000-2001 the benchmark for English was an average of 63 percent passing the third- and fifth-grade English tests. For 2001-2002, the benchmark for English was an average of 66 percent passing the third- and fifth-grade English tests. Elementary schools with less than benchmark passing in English are provisionally accredited needs improvement in English or accredited with warning in English.

The SOA also requires schools accredited with warning to file a School Improvement Plan with the Department of Education. In addition, if the school is accredited with warning in English or mathematics, it must adopt and implement an instructional method that has a proven track record of success at raising student achievement (SOA 8 VAC 20-131-310 B-E).

To assist schools, the State Board of Education adopted an initial list of instructional models/programs in January 2001, and last updated the list at its March 2002 meeting. A Technical Assistance Resource Document containing the board-approved recommended list and background information on recommended models, board-approved selection criteria, and disclaimers are included in Appendix A. The information included in this resource document is intended to assist schools accredited with warning in selecting and implementing an appropriate instructional model/program. While the list of instructional models/program does meet the Board's criterion, which is listed below, not all models/programs on the list meet the criteria of scientifically-based reading research.

Criteria for Recommended Models/Programs

- **Experience-based evidence of effectiveness:** Has the model/program been successfully implemented with low achieving students? Is there convincing documentation, through reliable measures or practical experiences before and after the intervention that educationally significant improvement in student achievement occurred?
- **Implementation:** Does the program explain the essential ingredients necessary to make the program fully operational, including estimates of the costs, with respect to time and money, of implementation?
- **Replicability:** Has the model/program been successfully implemented with low achieving students in multiple locations?
- **Correlation with or adaptability to the Virginia Standards of Learning in English or mathematics**: Does the content of the model/program correlate with the Virginia Standards of Learning in English or mathematics? Can the content of the model/program be adapted to support the Virginia Standards of Learning?
- **Capacity for technical assistance:** Do the program managers have the capacity, in terms of technical assistance, to provide the staff development, consultation, and support necessary for successful implementation in a number of Virginia schools?

The SOA also requires an Academic Review of each school accredited with warning. The review is conducted by an individual or a team supervised by the Department of Education. The review focuses on whether the school has aligned its curriculum with the Standards of Learning, whether the daily class schedule is structured to devote more time to academic weaknesses, whether student achievement data is being used effectively to target areas of weakness, and whether staff development resources are being used efficiently to improve areas of weaknesses.

Each school accredited with warning filed an annual report with the state detailing its progress in implementing its School Improvement Plan. If a school is accredited with warning for a second year, a more extensive academic review is conducted.

This fall, the Academic Review process is entering its third year. If any schools need a third Academic Review, it will be prescriptive in nature. The Phase 3 academic review will result in a report that describes the data gathered and analyzed, lists the schools strengths, weaknesses, and essential activities the school must conduct. The number of schools needing a Phase 1, 2, or 3 Academic Review during the 2002-2003 will not be determined until the Board receives the final report on the spring 2002 SOL scores in late September.

The Division of Accountability Services analyzed the data from the 2001 – 2002 Academic Review teams and presented their findings to the Virginia Board of Education in April 2002. The summary of the findings from the presentation follows.

Academic Review - Summary of Findings

- Collecting appropriate data, analyzing and using data to make instructional decisions continues to be the areas needing the most improvement;
- Classroom instruction affects implementation of curriculum and implementation of models/programs;
- Ineffective implementation of school improvement plan strategies and/or key aspects of instructional model/programs correlates with lack of improvement in student achievement in Phase 2 schools;
- Academic Review processes, implementation, and outcomes were appropriate; and
- Further training for reviewers is needed to improve wording of recommendations.

While this combination of assistance and accountability is producing dramatic results in many schools once characterized by low achievement, it is not working in all schools.

Identified Gaps in the English Standards of Learning, Assessment and Accountability

Although the English Standards of Learning have provided a framework for local curricula, and the Department of Education has provided on-going technical assistance to LEAs and individual schools, many schools, particularly urban schools with high poverty, are struggling to meet the provisional accreditation benchmarks. Thus for these schools, the goal of all

children reading well and on grade level by third grade, seems unattainable. Characteristics of these schools include:

- The school does not have an aligned curriculum;
- The school does not use the resources available from the Department of Education;
- The school does not analyze and use date to guide instruction;
- The school had not adopted a scientifically-based approach to reading;
- The school is using outdated basal programs and has layered intervention and supplemental programs upon one another;
- The school does not implement adopted programs as designed; and
- The principal and teachers do not have an understanding of how children learn to read.

Closing the Gap in the English Standards of Learning, Assessment and Accountability

To further assist these schools, the Virginia Department of Education will:

- Complete the revision to the English Standards of Learning to include the addition of an explicit standard for fluency at second and third grades, and specificity to existing standards related to vocabulary/concept development and comprehension strategies.
- Revise the *Curriculum Framework* and the *Sample Scope and Sequence* to reflect the revised English Standards of Learning.
- Identify which models on the Board's approved list meet the criteria for scientifically-based reading research, and identify programs as comprehensive, supplemental or intervention.
- Provide LEAs with a list of programs and resources for identifying scientifically-based reading programs. Virginia's list will include the programs from the state of Washington's approved list for Reading Excellence Act and the programs from the Virginia Board of Education list that meet scientifically-based reading research criteria. LEAs will also be given the *Consumer's Guide to Evaluating a Core Reading Program* by Simmons and Kame'enui for the National Center to Improve the Tools of Education and the Institute for the Development of Educational Achievement.
- **PASS (Partnership for Achieving Successful Schools)**
  On July 11, 2002, Governor Mark R. Warner launched a statewide partnership with business and community leaders, state educators, and local school and government officials to boost student achievement in Virginia's lowest academically performing schools. The Partnership for Achieving Successful Schools, or PASS, will assist more than 100 academically warned schools in either English or mathematics with a comprehensive plan to marshal community and business support. The PASS initiative will employ four models of intervention to provide assistance.

  Model I Intervention

  - Enhanced Academic Review provides staff development programs designed to address the schools' areas of academic weakness.

- Academic Review Team leaders maintain relationships with principals of reviewed schools to assist in the implementation of school improvement plans.

Model II Intervention

- PASS Instructional Assistance Teams target 26 of the 34 PASS Priority Schools to achieve immediate increases in student achievement in reading and mathematics.
- Teams are led by a principal from a cooperating school division with a record of raising the academic achievement of at-risk students. Other team members include teachers with expertise in reading and mathematics.
- Conduct intensive summer teacher institutes followed by 12 days of technical assistance during the school year.
- Ensure that curriculum is aligned with the Standards of Learning, and that assessment data is analyzed to improve instruction.
- Regular testing (every 9 weeks) to assess progress.
- Signed agreements between schools and PASS Partners to establish mutual expectations.

Model III Intervention

- Full-time Support Teams are assigned to two PASS Priority Schools in both Richmond and Portsmouth.
- Faculty receives professional-development services tailored to each school's instructional needs.
- Students receive tutoring in reading and mathematics, and are paired with mentors for support and encouragement.
- Families are offered adult literacy services.
- Regular testing (every 9 weeks) to assess progress.
- Signed agreements between schools and PASS Partners to establish mutual expectations.

Model IV Intervention

- Division-Wide Intervention to Petersburg Public Schools through an intervention and assistance plan developed by the Appalachian Educational Laboratory (AEL) and the Virginia Department of Education.
- Includes a division-level intervention coordinator to provide assistance to the central office and school-level coordinators for each school.
- Ten schools accredited with warning including four PASS Priority Schools.

2. Status of Current K-5 Reading/Language Arts Textbook Adoption

In 1991, the Board of Education adopted a resolution delegating its authority for textbook adoption to the Superintendent of Public Instruction. Since then the Department of Education has worked with state committees to review and evaluate publishers' submissions primarily with respect to the Standards of Learning correlation. Following each review, the Department of Education provided school divisions with a list of the instructional materials submitted and a

profile of each submission that included the degree of correlation with the Standards of Learning and the State Textbook Adoption Review Schedule. The only textbooks/instructional materials reviewed are core or comprehensive programs.

The current state textbook review process for K-5 reading/language arts was initiated in 2001-2002, and the results of the review were to be announced in February 2002. However, in January 2002, the No Child Left Behind Act (NCLB) of 2001, which re-authorized the Elementary and Secondary Education Act (ESEA) was signed into law. According to the USDOE, "the NCLB Act strengths Title I accountability by requiring States to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging State standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years..." (NCLB, Executive Summary)

To ensure that Virginia was positioned to comply with annual testing of reading in grades 3 through 8, at its March 27, 2002 meeting, the Board of Education authorized the English standards to be reviewed and revised by November 2002. The English Standards of Learning review began immediately, and will be completed by November 2002.

Following the adoption of the revised Standards of Learning for English/reading, textbook and instructional materials will be evaluated against the revised standards. Hence, the result of the state instructional materials review for K-5 reading/language arts that was in progress, was not completed, and thus not reported to the Board of Education or to school divisions.

At the March 2002 meeting, the Board also adopted a resolution to approve textbook and instruction materials in accordance with the Constitution of Virginia, Art. VIII section 5(d). This action means that in the future the Department of Education will recommend, and the Board of Education will formally adopt an approved list of basal textbooks and instructional materials for subjects being reviewed. The Department of Education will then award six-year contracts only for the materials on the board's adopted list. The new review process for K-5 reading/language arts instructional materials will begin in early 2003, and be completed by the summer of 2003.

Identified Gaps K-5 Reading/Language Arts Textbook Adoption

Many school divisions in Virginia are using reading textbooks and materials from the 1996 K-5 textbook and instructional materials review. Since the only criteria for the 1996 list was degree of correlation to the English Standards of Learning, and the list predates most of the current consensus research on effective reading practices (e.g., Preventing Reading Difficulties in Young Children 1998), these materials do not give teachers the information needed or children the explicit, systematic instruction in the five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary development, and comprehension skills, they need to become successful readers.

Other school divisions in Virginia have conducted their own textbook adoption process and purchased new materials. However, in many instances, publishers' sale's pitches and the

supplemental or ancillary materials included with the program heavily influenced these processes. This is particularly true for small school divisions with limited staff to conduct the reviews, and limited funds to purchase new textbooks/materials.

Closing the Gap in K-5 Reading/Language Arts Textbook Adoption

The Department of Education, in consultation with the state board, considered all of its options before halting the K-5 Reading/language arts review process. Both the department and the board decided that adopting materials based on a correlation with standards that would be out of date by November 2003, was not instructionally defensible. The department is committed to starting and completing the K-5 Reading/language arts review process on an expedited time schedule. The revised English Standards of Learning will go to the board for first review at the September 26, 2002 meeting. The Superintendent of Public Instruction has scheduled a meeting with publishers' representatives for September 27, 2002 to answer questions on the revised standards, and to get input on the expedited schedule.

In April 2002, the Code of Virginia, 22.1-238, was amended and reenacted as follows:

> In approving basal textbooks for reading in kindergarten through first grade, the Board shall report to local school boards those textbooks with a minimum decodability standard based on words that students can correctly read by properly attaching speech sounds to each letter to formulate the word at seventy percent or above for such textbooks.

While this is an acknowledgement of the need to have decodable materials at first grade and will be included as criteria for being on the Board's approved list, it only covers part of one of the five essential early reading components. Therefore, in addition to providing the evidence of correlation to the English Standards of Learning and percentage of decodable text for first grade materials, publishers will also be asked to provide evidence that their materials meet the criteria for SBRR as defined in the following section from the *Reading First* Guidance document.

Finally, the *Reading First* application from LEAs will be due before the textbook adoption process will be completed, therefore, *Reading First* schools will be provided a list of programs and resources for identifying scientifically-based reading programs. Virginia's list will include the programs from the state of Washington's approved list for Reading Excellence Act and the programs from the Virginia Board of Education list that meet scientifically-based reading research criteria. LEAs will also be given the *Consumer's Guide to Evaluating a Core Reading Program* by Simmons and Kame'enui.

Key Findings from Scientifically-based Research on the Essential Components of Reading Instruction

Component of Reading Instruction	***Definition***	**Key Findings**
1. Phonemic Awareness	The ability to hear, identify and manipulate the individual sounds, or phonemes, in spoken words.	• Phonemic awareness can be taught and learned. • Phonemic awareness instruction helps children learn to read. • Phonemic awareness instruction helps children learn to spell. • Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet. • Phonemic awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types.
2. Phonics	The understanding that there is a predictable relationship between phonemes, the sounds of spoken language, and graphemes, the letters and spelling that represent those sounds in written language.	• Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction. • Systematic and explicit phonics instruction significantly improves kindergarten and first-grade children's word recognition and spelling. • Systematic and explicit phonics instruction significantly improves children's reading comprehension. • Systematic and explicit phonics instruction is effective for children from various social and economic levels. • Systematic and explicit phonics

Component of Reading Instruction	***Definition***	**Key Findings**
		instruction is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems. • Systematic and explicit phonics instruction is most effective when introduced early. • Phonics instruction is not an entire reading program for beginning readers.
3. Vocabulary Development	Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary: a. listening vocabulary – the words needed to understand what is heard b. speaking vocabulary – the words used when speaking c. reading vocabulary – the words needed to understand what is read d. writing vocabulary – the words used in writing	• Children learn the meanings of most words indirectly, through everyday experiences with oral and written language. • Some vocabulary must be taught directly.
4. Reading fluency	The ability to read text accurately and quickly.	• Repeated and monitored oral reading improves reading fluency and overall reading achievement. • No research evidence is currently available to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency and

Component of Reading Instruction	***Definition***	**Key Findings**
		overall reading achievement.
5. Reading Comprehension Strategies	Strategies for understanding, remembering and communicating with others about what has been read.	• Text comprehension can be improved by instruction that helps readers use specific comprehension strategies. • Students can be taught to use comprehension strategies.

The following information provides criteria for using scientifically-based reading research to evaluate reading program effectiveness.

Using Scientifically-Based Reading Research to Evaluate Reading Program Effectiveness

Criteria	Meets Rigorous Standard
1. Use of rigorous, systematic and empirical evidence	• The program has a solid theoretical or research foundation that is grounded in the scientific literature. • Program effectiveness has been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups. • Program effectiveness has been demonstrated through research that clearly describes how, by whom, and on whom the research was conducted.
2. Adequacy of the data analyses to test the stated hypotheses and justify the conclusions drawn	• Research that demonstrates program effectiveness was designed to minimize alternative explanations, such as through a series of experiments that consistently support a given theory while collectively eliminating the most important competing explanations. • The overall conclusions of program effectiveness are consistent with research observations. • Research that demonstrates program effectiveness presents convincing documentation that the observed results were the result of the intervention. • Research that demonstrates program effectiveness clearly defines the population studied (student demographics such as age and poverty level, as well as cognitive, academic and behavioral characteristics; school attributes such as grade levels, size and racial, ethnic and language minority composition). • Research that demonstrates program effectiveness clearly describes to whom the findings can be generalized. • Research that demonstrates program effectiveness provides a full description of outcome measures.

Criteria	Meets Rigorous Standard
3. Reliance on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations	• Gains in student reading achievement have been sustained over time. • Gains in student reading achievement have been confirmed through independent, third party evaluation. • Program effectiveness has been demonstrated through multiple investigators in numerous locations. • Research that demonstrates program effectiveness describes the program in sufficient detail to allow for replicability. • Research that demonstrates program effectiveness explains how instructional fidelity was ensured.
4. Acceptance by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review	• Unbiased individuals who were not part of the study have carefully reviewed the research that demonstrates program effectiveness. • Program effectiveness findings have been subjected to external scrutiny and verification.

To be included on the Board's approved list, textbooks/instructional materials must be highly correlated to the Standards of Learning, and first grade materials must also meet the 70 percent decodability requirement. Those textbooks/instructional materials that meet these criteria and also meet the criteria for SBRR, will noted on the approved list. Although Virginia has a strong commitment to local control and does not believe in a one size fits all approach, schools receiving *Reading First* funding will be required to adopt a comprehensive reading program that does meet the criteria for SBRR.

For schools that wish to adopt textbooks/instructional materials before the department completes the process, the department will be provide them with an additional list and resources for identifying scientifically-based reading programs. Virginia's list will include the programs from the state of Washington's approved list for Reading Excellence Act and the programs from the Board's list that meet scientifically-based reading research criteria. LEAs will also be given the *Consumer's Guide to Evaluating a Core Reading Program* by Simmons and Kame'enui.

3. Standards of Learning Staff Development Initiative

The 2000 session of the Virginia General Assembly passed legislation to provide $33.9 million for a second Standards of Learning Teacher Training Initiative. Local Education Agencies (LEAs) receiving funds to implement a training initiative submitted an application describing a plan for delivering and monitoring the effectiveness of quality training programs. The goal of this second, two-year effort continues to ensure student success on the Standards of Learning tests for English, mathematics, science, and history and social sciences by improving teacher competencies. These competencies that apply to K–3 reading include:

- cognitive characteristics of proficient and poor readers;
- environmental and physiological factors in reading development;
- emergent literacy;
- early and later alphabetic reading and writing;
- orthographic knowledge;
- role of fluency development;
- relationships between phonology, decoding, fluency, and comprehension;
- knowledge of language structure;
- consensus findings of research for K-3;
- concepts of print, letter recognition, and phoneme awareness;
- explicit teaching of decoding skills;
- interpreting grade equivalents, percentile ranks, and standard scores;
- administering several kinds of reading instruments; and
- using information from assessments for instructional planning.

LEAs that receive training funds from this appropriation must agree to implement their proposed program, and agree to participate in monitoring and evaluation activities to be coordinated by the Department of Education during both years of the program.

Overall, findings of the 2000-2001 evaluation of the Standards of Learning Training Initiative indicated that substantial training occurred in all targeted areas. In addition, teachers' and administrators' competencies improved, with room for further growth, as a result of generally effective training. There was a trend in the data that demonstrated a relationship between the emphasis placed on teacher training in elementary and middle schools and higher SOL test scores. It is likely that additional positive impacts have occurred in these grades and in high schools, though these tend to be unique and specific to individual schools and divisions.

The six case studies conducted by the contracted evaluators provided information on effective staff development practices. The case studies, albeit limited to a few schools and subject areas, showed that staff development that was decentralized and focused on identified student needs, based on data, and carried out by dedicated, strongly motivated teachers with high expectations, was effective in contributing to higher SOL test scores. In each school, there were multiple reasons for increased in SOL test scores. Staff development contributed to the increase when it supported teachers' efforts to collaborate and plan, and to implement instructional activities with other teachers. While occasional external staff development activities, such as attending conferences and hearing outside speakers were helpful, the most effective staff development practices were conducted at the school level with a focus on practical activities that impacted directly on student learning and test-taking skills. Strong administrative support for teacher-directed staff development throughout the year was evident in these schools.

Identified Gaps in the English Standards of Learning Staff Development Initiative

While SEA funding for local staff development has been adequate, and overall results indicate that both teachers and administrators have increased their competencies, and student achievement has improved, the effort has not translated into reaching the goal of all children reading well and on grade level by third grade. Due to Virginia's long held belief in local control, the Standards of Learning Staff Development Initiative in some LEAs has produced, in part, a scattered patchwork quilt approach to staff development, rather than the targeted comprehensive approach that is needed. Other gaps include:

- Staff development did not always adhere to the National Staff Development Council's Standards for Staff Development.
- Staff development was not specifically targeted to early reading and SBRR.
- Staff development that was targeted to early reading did not always reflect SBRR.
- Staff development was often centered around program implementation and not on increasing the knowledge and skills of teachers.

In addition, due to a sharp decline in state revenues, the Virginia General Assembly did not fund the Standards of Learning Staff Development Initiative for the 2002-2004 biennium.

Closing the Gap in the English Standards of Learning Staff Development Initiative

To assist schools, the Virginia Department of Education plans to use the *Reading First* SEA professional development funds to establish a center at the Curry School of Education, University of Virginia for the purposes of developing and delivering Teacher Reading Academies, based on the materials developed by the University of Texas Center for Reading and Language, for all K-3 teachers, all K-12 special education teachers, all Title I teachers, all reading teachers, and other institutions of higher education.

Teacher and administrator attendance at Reading Academies will be required of LEAs and schools receiving *Reading First* grants, and each *Reading First* school budget must set aside a minimum $1,000 annually per teacher for professional development.

The improvement of early reading instruction is highly dependent upon strong leadership. In the National Research Council's *Preventing Reading Difficulties in Young Children,* findings indicated weak reading programs often reflected the leadership of principals who were uninformed or uninvolved. Therefore, the department will also use *Reading First* SEA professional development funds to provide mandatory Reading Leadership Academies to include on-going reading-related training for principals and central office personnel via the UVA center. The Alabama training module for principals will be used as a basis for developing this training. Topics will include essential components of reading and the specific instructional programs and materials used in each *Reading First* building, including their scientific base, and the implementation process and progress monitoring related to those programs and materials

4. Early Intervention Reading Initiative

The Early Intervention Reading Initiative (EIRI) was initially established by the 1997 Virginia General Assembly for kindergarten and first grade. In March 2000, the General Assembly passed legislation to expand the initiative to cover grades kindergarten through three. The initiative seeks to reduce the number of children with reading problems through early diagnosis, intervention, and acceleration of early reading skills by the end of the third grade. The intent of the Reading Initiative is twofold. The first purpose is to provide teachers with a screening tool that determines which students will benefit from additional instruction. A second purpose is to furnish necessary funds for school divisions to provide these students with additional instruction.

Participation in the Early Intervention Reading Initiative is voluntary. Participation for the six years of the initiative is illustrated in the chart below.

Divisions	97-98	98-99	99-00	00-01	01-02	02-03
# Participating	117	126	129	129	128	130
% Participating	89	95	98	98	97	98
# Not Participating	15	6	3	3	4	2
% Not Participating	11	5	2	2	3	2
Total Divisions	132	132	132	132	132	132

Participating divisions must submit a superintendent's certification to ensure the following conditions are met;

- The state screening tool (PALS) will be used,
- All children in grades K-3 are screened:
  1. In spring 2002, to all children in kindergarten first and second grade and to those students who received intervention services in grade three, and
  2. In fall 2002, to all children in kindergarten, first grade, and any second- or third-grade children new to the school or received intervention services during the summer,
- All children identified by the screening tool will receive intervention services,
- The children served will be provided instruction on individual skills that are below the benchmarks as indicated by the screening tool. This instruction should take place during time that is additional to the regular classroom reading time. Funding is based on the cost of providing two and one-half hours of additional instruction each week with a student-to-teacher ratio of five-to-one, and

- Each school in the division will develop an intervention plan for students in kindergarten through third grade who do not meet the benchmark on PALS. The plan will specify the number of hours of intervention, the skills targeted, and who provides the services.

In the summer of 1997, the Virginia Department of Education awarded a grant to the Curry School of Education at the University of Virginia for the development of a screening tool to be utilized for Virginia's EIRI. The creation of this tool was based on fundamental research in the fields of both education and psychology. As a result, faculty members, Marcia Invernizzi, Connie Juel and Joanne Meier, constructed the first Phonological Awareness Literacy Screening (PALS) instrument. Since then, PALS has evolved into three separate screening instruments, PALS-PreK for preschool, PALS-K for kindergarten, and PALS 1-3 for grades one through three.

PALS-PreK

PALS-PreK is a phonological awareness and literacy screening that measures young children's literacy knowledge and provides teachers and parents with concrete information regarding children's literacy development. The PALS PreK tasks: awareness of rhyme and beginning sounds, the ability to name letters of the alphabet, familiarity with books and print, and name writing are designed to be developmentally appropriate and involve children in familiar, informal activities. The assessment scores indicate a child's strengths and those areas that require more direct attention. In addition, PALS-PreK identifies those children who may be at risk for future reading difficulties. Finally, the PALS-PreK supports teachers' classroom literacy activities and instructional practices and serves as a model of good emergent literacy instruction.

PALS–Kindergarten

PALS-K is a measure of young children's knowledge of important literacy fundamentals and corresponds with the Virginia English Standards of Learning (SOL) and all of the components of *Reading First* (see page 21):

1) phonological awareness, specifically an awareness of rhyme (SOL K.4, K.7);
2) beginning sounds (SOL K.7);
3) alphabet knowledge (SOL K.9, K.11, 1.5, 1.13);
4) knowledge of letter sounds (SOL K.4, K.7, 1.6);
5) concept of word (SOL K.5, 1.5), and
6) word recognition in isolation (SOL K.5, 1.5).

PALS-K assesses children's knowledge of the alphabetic code in specific detail. It assesses a child's phonological awareness, specifically rhyme and beginning sound. PALS-K also assesses children's ability to recognize lower-case letters. In addition, PALS provides three different measures of children's knowledge of letter sounds: (1) their ability to produce

letter sounds in isolation, (2) their ability to categorize beginning sounds, and (3) their ability to use their knowledge of letter sounds to spell.

PALS-K also assesses children's concept of word, and their ability to match speech to print. The concept-of-word task measures children's ability to accurately touch words in a memorized rhyme, as well as their ability to use context to identify individual words within a given line of text. Both of these phenomena are important precursors to learning to read. The concept-of-word task provides a means of assessment, as well as a model of good emergent literacy instruction.

PALS 1-3

The Phonological Awareness Literacy Screening for grades one through three is a measure of children's knowledge of important literacy fundamentals and corresponds with Virginia's English Standards of Learning (SOL) and all of the components of *Reading First*:

1) phonological awareness, specifically blending and sound-to-letter (SOL 1.4, 1.6);
2) alphabet recognition (SOL 1.5, 1.13);
3) knowledge of letter sounds (SOL 1.6) and spelling (SOL 1.12, 2.4, 3.3);
4) concept of word (SOL 1.5);
5) fluency (SOL 1.10, 2.6, 3.4)
6) word recognition in isolation (SOL 1.6, 1.7, 1.9, 2.4, 2.5, 2.7, 3.4)
7) passage reading, which provides a measure of word recognition in context (SOL 1.5, 1.6, 1.7, 1.9, 2.4, 2.5, 2.6, 2.7, 3.4, 3.6) and
8) comprehension (SOL 1.11, 2.8, 3.5).

PALS 1-3 provides a direct means of matching literacy instruction to specific literacy needs and a straightforward means of identifying those children who are relatively behind in their acquisition of these fundamental literacy skills. PALS 1-3 also provides instructional information for all children in first, second, and third grade. Using the screening tool will indicate which children are relatively behind in acquiring basic literacy fundamentals, as well as a model of good literacy instruction (see pages 21 through 23 for reliability and validity).

PALS Web Site

The Early Intervention Reading Initiative makes use of cutting edge Web-based technology to provide technical assistance to LEAs. The PALS Web site, http://curry.edschool.virginia.edu/curry/centers/pals/home.html, is designed as a teacher-friendly means of entering PALS scores, and a viable database to harvest the large amount of PALS student information and scores. The PALS site is an interactive, secure data collection and analysis-reporting tool that is user friendly and database driven. The information presented to teachers is created instantaneously by data entered via the Web and stored in a relational database.

The PALS site includes:

- a reporting system in which teachers return class scores to UVA and receive an immediate summary report;
- a system in which principals and district representatives can receive summaries of their schools' PALS scores;
- answers to frequently asked questions;
- over a hundred instructional suggestions, categorized by subject; and
- teacher resources including a list of children's books that can be used to teach the skills screened on PALS, other sources of activities, and readings for professional development.

A. ALIGNMENT OF PALS WITH *READING FIRST* COMPONENTS

READING FIRST STANDARDS	PALS PRE-K TASKS	PALS-K TASKS	PALS 1-3 TASKS
Phonemic Awareness	✓ Rhyme Awareness ✓ Beginning Sound Awareness	✓ Rhyme Awareness ✓ Beginning Sound Awareness ✓ Letter Sounds	✓ Blending ✓ Sound-to-Letter (Segmenting)
Phonics	✓ Upper-case Alphabet ✓ Lower-case Alphabet	✓ Alphabet Knowledge ✓ Letter Sounds ✓ Spelling	✓ Spelling ✓ Letter Sounds ✓ Alphabet Knowledge
Fluency	✓ Verbal Memory ✓ Concept of Word	✓ Concept of Word	✓ Oral Reading in Context: Accuracy, Fluency scale, WPM
Vocabulary	✓ Vocabulary of Print	✓ Word Recognition in Isolation: Graded lists of core vocabulary words	✓ Word Recognition in Isolation: Graded lists of core vocabulary words
Comprehension	N/A	N/A	✓ Oral Reading in Context: Comprehension Questions

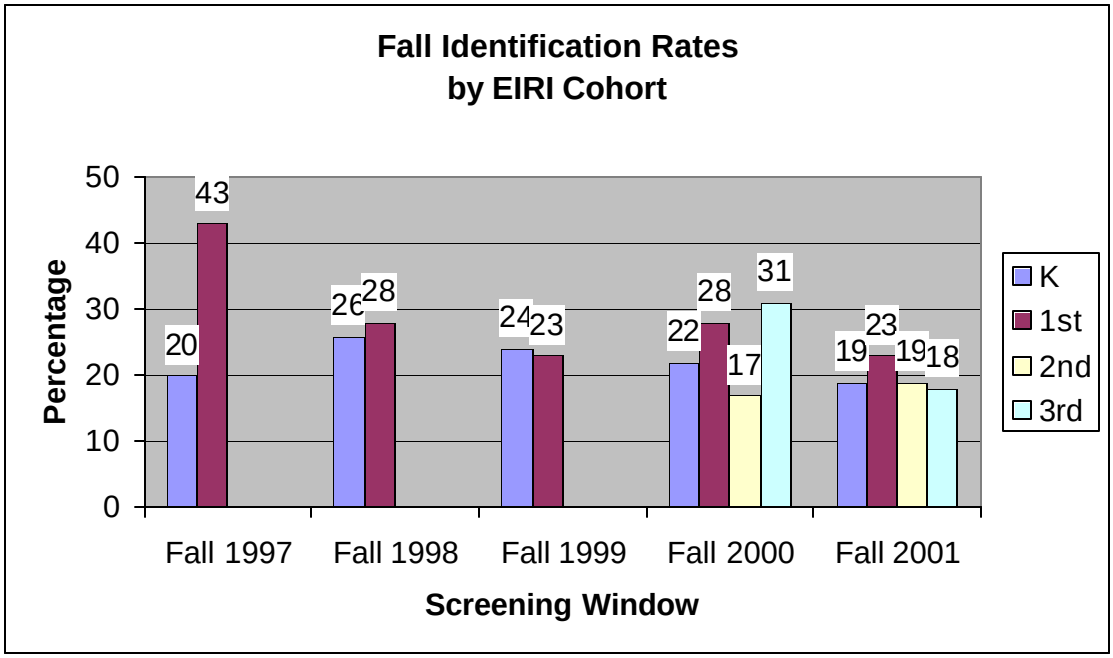
PSYCHOMTERIC PROPERTIES OF PALS INSTRUMENTS

	PALS PRE-K	PALS-K	PALS 1-3
Reliability			
Subtask	▪ Alpha coefficients range from .56 to .67 for all segments of the 2000-2001 pilot sample of 251 preschoolers.	▪ Alpha coefficients range from .79 to .88 across all time periods (1998-2002). ▪ Alpha coefficients have remained stable and reliable across statewide samples now totaling more than 280,000 students.	▪ Mean alpha coefficient = .80; median alpha coefficient = .81 for entry level items. ▪ Reliability coefficients for Word Recognition and Spelling: .81 - .96.
Inter-rater	▪ Inter-rater reliability coefficient: $r = .90$ ($p < .01$).	▪ Inter-rater reliability coefficients range from .96 to .99 ($p < .01$).	▪ Inter-rater reliability coefficients range from .94 to .99 ($p < .01$).

	PALS PRE-K	PALS-K	PALS 1-3
Validity			
Predictive	▪ Correlation between the spring PALS-PreK Summed Score and subsequent fall PALS-K Summed Score: $r = .91$ ($p < .01$). ▪ Multiple regression analyses using core tasks on PALS-PreK and fall PALS-K: $R^2 = .84$.	▪ Correlation between fall PALS-K and spring Stanford-9 Total Reading scores = .70 ($p < .0001$). ▪ Correlations from fall PALS-K to Spring PALS-K: $r = .56$, ($p<.001$). ▪ Correlations from spring PALS-K to fall first grade PALS 1-3: $r = .67$ ($p<.001$). ▪ Correlations from spring PALS-K to spring first grade PALS 1-3: $r = .53$ ($p<.001$). 30% to 45% of the variance in spring PALS-K scores and fall first Grade scores can be explained by PALS-K subtask scores obtained in the fall.	▪ Correlation between fall PALS 1-3 and spring Stanford-9 Total Reading Scaled scores: $r = .73$ ($p<.01$) for first grade and $r = .63$, ($p<.01$) for second grade. ▪ Correlation between fall PALS 1-3 and spring SOL Total Reading Score for third grade: $r = .60$ ($p<.001$) ▪ Correlation between PALS 1-3 spring scores and PALS 1-3 scores the following fall: $r = .75$ ($p < .001$ for first to second $r = .84$ ($p < .001$) for second to third
Concurrent	▪ Correlation between PALS-PreK and the *Test of Awareness of Language Segments (TALS) Part A*: $r = .41$ ($p < .01$). ▪ Correlation between PALS-PreK summed score and the *The Child Observation Record (COR)* from the *High/Scope* preschool curriculum: $r = .71$ ($p < .01$)	▪ Correlation between end-of-year PALS-K Summed Score and the Stanford-9 Total Reading Scaled Score: $r = .72$ ($p < .001$).	▪ Correlations between: *PALS 1-3 and QRI-II passage accuracy: $r = .73$. *PALS 1-3 and DRA instructional reading level scores: $r = .82$. *PALS 1-3 and Stanford Total Reading Scores for first grade and second grade: $r = .67$ and .57, respectively. *PALS 1-3 and CAT/5 Total Reading scores: $r = .75$. *PALS 1-3 and SOL Total Reading scores for third grade: $r = .57$.

Early Intervention Reading Initiative Process and Results

Is the EIRI working? In the absence of random assignment or matched-control-group studies, the answer to this question can only be inferred from various trends evidenced in PALS scores across the years**.** Since fall has been the only mandatory screening window for the past 5 years, the fall figures are the most stable and representative of the K-3 initiative, and the most likely place to see the cumulative effects of the EIRI. However, even fall scores are complicated by the fact that a few large school divisions have come and gone over the years. Thus, the statewide samples across years do not reflect participation of exactly the same school districts, and this fact makes it difficult to interpret statewide data.



Kindergarten: Excluding Fall 1997 (the pilot year of the EIRI), Kindergarten identification rates have been steadily declining while the number of kindergartners being screened has been steadily increasing. The kindergarten PALS sample size increased from 37,072 in Fall 1997 to 74,054 in Fall 2000 due to the addition of several large urban school divisions.

First Grade: First graders were screened with the same PALS instrument in the fall of 1997, 1998, and 1999. Identification rates declined in each of those screening windows. In Fall 2000, the EIRI expanded to third grade, and PALS was redesigned to accommodate the expansion. First graders were screened with the new PALS 1-3 for the first time in Fall 2000. Although identification rates went up at that time, the identification rate for Fall 2001 was the same as it was in Fall 1999 (23%) despite the fact that the number of first graders being screened increased over 500% in the interim (N = 11,238 in 1999; N = 68,703 in 2001).

Second Grade: Second graders were screened for the EIRI for the first time in Fall 2000. Identification rates have been similar for Fall 2000 and Fall 2001 despite the fact that the number of second graders screened increased from 39,265 to 69,114 in the same time span.

Third Grade: 35,357 third graders were screened for the first time in Fall 2000 and 69,381 third graders were screened in Fall 2001. Although the number of third graders screened has nearly doubled in two years, fall identification rates have declined.

The Expanded Initiative: 2000-2001 and 2001-2002

Since the EIRI expanded from a K-1 initiative to a K-3 initiative in Fall 2000, trends in the expanded initiative may be seen in the following tables that display figures for the past two years. Unless otherwise noted, PALS sample sizes and identification rates include ALL children at each grade level, including those receiving special education services, English as a Second Language (ESL), Title I, and other services.

Table 1: Fall Sample Sizes and Identification Rates by EIRI Cohort

Grade/ Year	Fall #	Fall Id #	% Fall Id
K 00-01	74,054	16,127	22
01-02	65,036	12,302	19
1st 00-01	64,901	18,329	28
01-02	68,703	15,460	23
2nd 00-01	39,291	6,660	17
01-02	69,114	13,026	19
3rd 00-01	35,357	11,265	31
01-02	69,381	12,747	18

Notes: In every grade except second, the number of identified students has declined in the past two fall screenings. In second grade the rate has stayed more or less the same despite an increase of nearly 50,000 students being screened in the second year of the expansion.

Table 2: Spring Sample Sizes and Identification Rates by EIRI Cohort*

Grade/Year	Spring #	# Spring ID	% Id
K 00-01	50,127	10,666	21
01-02	66,658	10,495	16
1st 00-01	44,435	18,833	42
01-02	69,023	11,464	17
2nd 00-01	22,225	8,152	36
01-02	69,324	15,790	23
3rd 00-01	19,844	7,792	39
01-02	20,798	9,416	45

*Spring sample includes a mixed bag of Fall-Identified and Not-Identified students, as well as students screened for the first time.

Notes: In every grade except the third, the number of identified students has declined in the past two spring screenings. In third grade, only students who had been identified in the fall and who had received intervention services during the year were required to be re-screened in the spring. Because of this, third grade spring data reflect the most difficult students to accelerate. This fact is demonstrated most clearly in Table 6, which shows that of the Fall-identified third graders with pre-post scores, 87% of those who are still identified in the spring receive special education or ESL services.

Table 3:
Pre-Post Sample Sizes and Identification Rates Among Students With Both Fall and Spring PALS Scores

Grade/Year	Pre-Post Sample*	# Fall Id in Pre-Post Sample	% of Fall Id in Entire Pre-Post Sample	% of Original Fall-Id Cohort in Pre-Post Sample
K 00-01	45,300	13,768	30	85
01-02	61,079	11,196	18	91
1st 00-01	40,673	15,623	38	85
01-02	62,775	13,427	21	87
2nd 00-01	22,225	5,544	27	83
01-02	63,354	11,377	18	87
3rd 00-01	18,188	9,549	52	85
01-02**	18,434	10,298	60	80

* Pre-post sample consists of all students with both fall and spring scores regardless of identification status.

** For third grade, only students who had received additional instruction through the EIRI during the school year were required to be re-screened in Spring 2002.

Notes: The fourth column shows that from 9 to 20 percent of the Fall-Identified students were not re-screened in the spring. However, in every grade except the third, the number of Fall-identified students for whom we have both fall and spring scores increased from Spring 2001 to Spring 2002. In third grade, only students who had been identified in the fall and who had received intervention services during the year were required to be re-screened in the spring. However, there was some confusion in the field about this requirement; thus, the third grade pre-post sample represents third grade students with fall and spring scores, regardless of identification status.

Table 4: Percentage of Fall-Identified Students with Pre-Post Scores Who Were No Longer Identified in the Spring.*

Grade/Year	Number	Percentage
K 00-01	7,019	51
01-02	5,712	51
1st 00-01	6,975	45
01-02	7,259	54
2nd 00-01	2,811	51
01-02	2,903	26
3rd 00-01	6,152	64
01-02	2,270	26

*Not all Fall-Identified students have both fall and spring scores
Spring scores were not reported for 9 to 20 % of Fall-Identified students.

Notes: In kindergarten and first grade, the percentage of students moving out of the "Identified" category from Fall to Spring has stayed the same or increased in the past two years. In contrast, the number of second and third grade students moving out of the "Identified" category decreased between the 2000-2001 and 2001-2002 school years. This may be because of changes in the Entry Level benchmark as well as other factors. Since 2000-2001 was the first year that second and third graders were screened for the EIRI, pilot studies were conducted during that year to verify the benchmarks used for identification in the fall and spring of each grade. Based on the results of those pilot studies, benchmark scores were adjusted for second and third grade for the 2001-2002 statewide screening. The decrease in the number of second and third graders moving out of the Identified category in 2001-2002 may be related to this adjustment and/or to the increasing difficulty of accelerating the reading achievement of students below grade level beyond the first grade. This difficulty has been well documented in the research. In addition, the newness of the EIRI in those two grade levels has posed problems for schools implementing their interventions. In many schools, kindergarten and first grade interventions have been in place for multiple years, and these schools have been able to fine-tune their early reading interventions.

Table 5: Percentage of Fall-Identified Students With Pre-Post Scores Receiving No Other Services* - Who Were No Longer Identified in the spring.

Grade/Year	Number	Percentage
K 00-01	5,186	55
01-02	3,689	54
1st 00-01	3,094	35
01-02	4,176	62
2nd 00-01	637	22
01-02	1,788	34
3rd 00-01	2,233	38
01-02	1,742	35

**No Services = Students NOT receiving special education services for Learning Disabilities (LD), Developmental Delay (DD), Mental Retardation (MR), Emotional Disturbance (ED), Speech-Language (SP), or any other service such as English as a Second Language (ESL), or Title I (T1).*

Notes: In five out of eight points in time the success rate of Fall-Identified students for whom we have both fall and spring data, and who receive no other services beyond the additional instruction provided by the EIRI is greater than that of Fall-Identified students who may or may not receive special education and other school services.

Table 6: Percentage of Fall-Identified Students With Pre-Post Scores Receiving Special Education Services* - Who Were Still Identified in the spring.

Grade/Year	Number	Percentage
K 01-02	1032	57.0
1st 01-02	1159	62.4
2nd 01-02	1595	86.8
3rd 01-02	1738	86.9

* Special Education services encompasses all services except Title I

Notes: This table illustrates the difficulty in accelerating the reading achievement of students beyond kindergarten and first grade. By the third grade, 87% of the Fall-Identified students still identified in the spring receive special education or ESL services in addition to the additional instruction provided by the EIRI.

Gaps Identified in the Early Intervention Reading Initiative (EIRI)

EIRI has been a success for both Virginia's teachers and students. This initiative has focused attention on the importance of systematically and explicitly teaching the fundamental early reading skills: phonological awareness, phonics, fluency, vocabulary, and comprehension. The PALS screening instrument has provided teachers with the information they need to guide instruction for all students and to plan intervention for those students who need assistance. The initiative has also served as a springboard for some LEAs to plan professional development. However, the initiative leaves the design and delivery of the intervention services to the LEA. The department requires the school division to have a plan for intervention, but the department does not have the legislative authority to monitor or approve the plans.

A survey conducted by the PALS office indicated that intervention services were being provided by: classroom teachers, teacher assistants, reading specialist, Title I teachers, parent volunteer, college students and speech language pathologists. Material being used for intervention services included: Book Buddies, Accelerated Readers, Sound Abound, Breakthrough to Literacy, Earobic, Phonics Alive, Ready Readers, Saxon Phonics, Open Court, Scholastic, and district provided materials. The frequency and duration of intervention services are also an area of concern. In the worst case scenarios, intervention did not start until January, was held three days a week for 20 minutes, and conducted by a parent volunteer.

While each school has an EIRI contact person responsible for distribution of PALS materials, training for administering PALS, and using the PALS web site, it is the principal of the school who is ultimately responsible for the instructional leadership needed for EIRI to be successful. Unfortunately, some principals have not attended training opportunities, are not aware or do not use the PALS website to analyze PALS screening results for their school, and/or have delegated total responsibility for this program to a staff member or have counted on the district EIRI contact to provide leadership for this EIRI.

Closing the Gap in the Early Intervention Reading Initiative (EIRI)

To address the above cited gaps, TEMPO (University of Virginia School of Continuing and Professional Studies) and the PALS office have planned two drive-in workshops for teachers and administrators. In October, the workshop will focus on best practices for intervention including workshops on phonemic awareness, phonics, fluency, vocabulary, and comprehension. The day will begin with a large group information seminar, followed by small group workshops designed around the National Reading Panel's research on reading instruction.

Participants will bring their class fall PALS report with them to use as a hands-on interpretation of data, and all workshops will be illustrated with PALS case studies.

In the spring, a second workshop is planned to coincide with the George Graham Lecture weekend at UVA when the speaker will be Dr. Sharon Vaughan of the University of Texas. The spring workshop will focus on additional strategies for intervention, and analyzing spring PALS data.

To further assist schools, the Virginia Department of Education plans to use the *Reading First* SEA professional development funds to establish a center at the Curry School of Education, University of Virginia for the purposes of developing and delivering Reading Academies, based on the materials developed by the University of Texas Center for Reading and Language, for all K-3 teachers, all K-12 special education teachers, all Title I teachers, all reading teachers, building level administrators, and other institutions of higher learning. These academies will also incorporate administering, scoring and using PALS.

Virginia's *Reading First* schools will be required in the application process to submit a plan for intervention services that include choosing materials supported by SBRR. *Reading First* schools must select intervention materials from the SEA list, and intervention plans will be required as part of the *Reading First* application.

The improvement of early reading instruction is highly dependent upon strong leadership. In the National Research Council's *Preventing Reading Difficulties in Young Children*, findings indicated weak reading programs often reflected the leadership of principals who were uninformed or uninvolved. Therefore the department plans to use the *Reading First* SEA professional development funds to provide on-going reading-related training for principals. The Alabama training module for principals will be used as a basis for developing this training.

5. Reading Excellence Act Grant

Virginia received a Reading Excellence Act (REA) grant of $15 million within the second cohort group, and is in its third and final year. Awarded in August of 2000, and implemented within 34 school divisions and 65 schools in July 2001, Virginia has completed one full year of implementation. English Standards of Learning scores for grade three for 2001–2002, and compilation of data for the PALS scores through our collaborative partner at the University of Virginia, who is administering the statewide evaluation of REA schools, are in the final process stage.

A compilation of data collected, surveys and verbal conversations from the LEAs and individual schools during site visits throughout the year, coupled with statewide lessons learned from the SEA, indicate that REA has definitely assisted in paving the

way for development of the *Reading First* framework. The purposes, requirements and components of both of the federal initiatives certainly mirror one another in many aspects, however, *Reading First* is much more prescriptive and specific in nature.

LEA personnel implementing REA grants identified benefits, as well as challenges. Some of the benefits include:

- LEAs/individual schools had a very positive outlook upon receiving the grant,
- expansion of existing comprehensive programs,
- dedicated REA personnel to serve as mentors and coaches in implementing scientifically-based reading research, and
- many needed instructional books and materials.

Some of the challenges include:

- teacher and staff turnover during grant period,
- delays in implementation due to budget issues, professional development training scheduling, and lack of leadership, and
- wanting to change and implement new programs after just one year

Identified Gaps in the Reading Excellence Act Program

SEA lessons learned from implementation of REA, which paved the way for developing *Reading First* strategies include:

- extremely high student mobility rates, ranging from 12 to 47 percent at implementation,
- lack of uniformity among schools in assessment, instructional materials, and core reading programs,
- failure to implement a complete scientifically-based approach to teaching reading,
- lack of a school level literacy coordinator,
- school level literacy coordinator did not have the skills or knowledge to be effective,
- lack of uniformity of professional development offered by various university or college partnerships, and
- emphasis placed on library partnerships, family literacy and parental involvement rather than classroom instruction.

Closing the Gap in the Reading Excellence Act Program

Preliminary REA data from the 34 divisions/65 schools indicate student reading achievement based on the Virginia Standards of Learning after the first year of implementation range from -12 to +15 percent. Final SOL data and accreditation

status of each school will be available in early October 2002, and the eligibility of those schools for *Reading First* funding will be determined.

Therefore, schools funded through REA who continue to meet the eligibility criteria and continue to show progress will be among the first schools to be integrated with *Reading First* funds. Since the legislation and purposes of *Reading First* directly align to REA, these schools already have the vision and strategic schoolwide literacy plan for having all children reading fluently on grade level by the end of grade three.

Any LEA applying for a *Reading First* subgrant that has an REA or Comprehensive School Reform (CSR) grant, will be required as part of the application, to submit the LEA's evaluation of their grant to date. In addition, a narrative explanation of what scientifically-based reading research practices/programs started with the REA or CSR funding will be continued or discontinued with *Reading First* funding. If a school with a REA or CSR grant is not able to show improved student reading achievement, or is not using a scientifically-based program since receiving the grant, the LEA would not receive a *Reading First* subgrant for that school.

B. Outline and Rationale for Using Scientifically-Based Reading Research

Reading is the key to all learning and the passport for being a successful adult. For many children learning to read is an enjoyable, thrilling adventure shared by parents and teachers. For other children learning to read is a difficult, frustrating experience that often results in failure. Children who do not learn to read fluently and on grade level by the end of third grade, struggle through the rest of their school years and remain at a disadvantage throughout the rest of their lives.

Virginia's schools and teachers face many challenges in their endeavors to teach young children how to read. An ever-increasing number of children enter school without the prerequisite literacy skills needed to be successful in kindergarten and beyond. The current teaching force's knowledge of research-based effective reading practice is limited and their college course work usually included, at most, one class in the teaching of reading. This, coupled with the increased rigor of the Virginia Standards of Learning, demonstrates that it is imperative for the Virginia Department of Education to provide access to high quality training on scientifically-based reading research and practices for teachers and administrators.

Since 1997, the Virginia Department of Education has been systematically addressing these challenges by providing teachers and administrators with programs based on scientific research, distributing consensus documents of the current research, and providing statewide staff development opportunities. The following is a partial list of these activities.

- In 1997, the Early Intervention Reading Initiative was based on the work of Reid Lyon, Connie Juel, and Marilyn Adams.

- During 1997 to 1999, PALS was developed by Invernizzi, Juel, Meier, and Swank, Curry School of Education, University of Virginia. From 1999 to 2003, further development of PALS instruments by Invernizzi, Meier, and Sullivan, Curry School of Education, University of Virginia.

- In February 1998, a notebook, Ideas and Activities for Developing Phonological Awareness Skill, and a copy of Phonemic Awareness in Young Children, by Adams, Foorman, Lundberg, and Beeler was mailed to each school division's central office and all schools participating in the EIRI. The activities are available on the department Web site at http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html.

- In November 1998, the State Superintendent of Public Instruction and Virginia's First Lady jointly sponsored the first Reading Research Forum. This was a two-day conference for 400 central office and building level administrators, and college professors. School divisions were invited to send 4-6 person teams. The speakers included Barbara Foremen, Louisa Moats, Phyllis Hunter, Jean Osborn, and Barbara Wilson. All participants received copies of Preventing Reading Difficulties in Young Children, The Unique Power of Reading by the American Federation of Teachers, Every Child Reading: An Action Plan by the Learning First Alliance, and a notebook of the speakers' handouts and notes.

- In January 1999, copies of Preventing Reading Difficulties in Young Children were distributed to all 132-school divisions' central offices.

- In spring 1999, videotaped interviews of speakers from the Reading Research Forum, were mailed to all participants and school divisions. This series of interviews asked each speaker the same six questions concerning early reading.

- During the fall of 1999, a committee of teachers and administrators correlated the accomplishments for kindergarten through third grade in Preventing Reading Difficulties In Young Children to the Virginia English Standards of Learning. The correlation was distributed by Superintendent's Memorandum. The correlation is available on the department's Web site at http://www.pen.k12.va.us/VDOE/InstructionReading/reading.html.

- In September 2000, the Second Reading Research Forum was held. This was a two-day conference for 600 central office and building level administrators, teachers and college professors. School divisions were invited to send 4 - 6 person teams. The speakers included Michael Kamil, Louisa Moats, Marcia Invernizzi, and Michael Pressley. All participants received copies of the Report of the National Reading Panel; Teaching Reading Is Rocket Science by the American Federation of Teachers, and a CD with all speakers' handouts and notes which are also available on the department's Web site at http://www.pen.k12.va.us/VDOE/Instruction/Reading/rrforum.html.

- In January 2001, copies of Every Child Reading: A Professional Development Guide were mailed to all Reading Forum participants.

- In spring 2001, all applicants for Reading Excellence Act subgrants had to cite the scientifically-based reading research that supports the selected model and/or reading improvement program(s). Their citation had to be from, Preventing Reading Difficulties In Young Children, Starting Out Right, The National Panel Report, Every Child Reading: An Action Plan, Every Child Reading: A Professional Development Plan, or Teaching Reading Is Rocket Science.

- In April 2001, Louisa Moats analyzed reading assessments for initial teacher licensure. The assessments were from ETS and NES. The results of Dr. Moats review, along with the reviews from department personnel were used to assist in determining the need for a reading assessment for initial teacher licensure.

- In January 2002, the new publications, Put *Reading First*: The Research Building Blocks for Teaching Children to Read, and Put *Reading First*: Helping Your Child to Read: A Parent Guide, were announced in Principals' Memo EMS #1. Information on how to obtain copies of these documents was included. The memo is on the department Web site at http://www.pen.k12.va.us/VDOE/prinsmemos/2002/#January.

- In winter 2002, the Department of Education staff developed two technical assistance documents for principals and teachers to use in analyzing their reading programs and staff development needs. These documents, Effective Elementary Reading Programs Assessment and Planning Instrument and Assessment Instrument for Planning Effective Professional Development in Reading are based on the work of Louisa Moats, *Teaching Reading Is Rocket Science,* and Edward Kame'enui and Deborah Simmons, *Planning and Evaluation Tool for Effective Schoolwide Reading Programs.*

- In April 2002, Virginia Reads, a brochure for parents that highlights the Virginia Elementary English Standards of Learning and provides suggestions for ways parents can assist children in achieving these standards, was distributed by all elementary schools to parents. This brochure is now being translated into Spanish.

- In April 2002, the Code of Virginia, 22.1-238, was amended and reenacted as follows:

> In approving basal textbooks for reading in kindergarten through first grade, the Board shall report to local school boards those textbooks with a minimum decodability standard based on words that students can correctly read by properly attaching speech sounds to each letter to formulate the word at seventy percent or above for such textbooks.

- In June 2002, President Mark Christie, announced the Board of Education would undertake a major study of early reading instruction in Virginia's public schools and develop an action plan to improve the reading skills of Virginia school children, especially those who are failing state reading tests. During the study phase of the initiative, the committee will examine several important issues that affect reading, including:
    - Whether teacher training programs are preparing elementary-school teachers to teach reading using the most effective teaching methods and whether Virginia's licensing requirements for elementary-school teachers need more emphasis on the ability to teach reading.
    - Increasing the effectiveness of Virginia's Early Reading Initiative. This initiative, which was launched in 1997, utilizes the University of Virginia-developed PALS (Phonological Awareness and Literacy Screening) test to detect early reading problems and funding to provide intervention to address the deficiencies.
    - How Virginia can most effectively use the new funding available for reading programs under the federal No Child Left Behind Act.
    - A review of all state and federal funding programs that support reading instruction to determine which ones are the most effective.
    - Identifying the best practices used by schools in which large numbers of poor and minority children are doing well in reading and how these practices can be transferred to schools characterized by low reading achievement.
- September 2002, Reid Lyon addressed the board and representatives from Virginia's colleges and universities. Focus was on preparing teachers to teach reading and using SBRR programs and practices.

This partial list summarizes a number of activities that the Virginia Department of Education has put into place to begin to provide access to high quality training on scientifically-based reading research and practices for teachers and administrators in the commonwealth. The following is Virginia's plan to incorporate the scientifically-based reading research into a comprehensive research-based reading program which focuses on leadership, curriculum and instruction, assessment, and professional development to improve K-3 reading instruction to order to MAKE EVERY MINUTE COUNT.

Based on our prior experiences with the Reading Excellence Act grant, the importance and complexity of the immediate challenge to have every child reading on grade level by the end of third grade cannot be achieved with short term quick-fixes or isolated programs; rather it can only be achieved with a constant focus on the goal, a sound knowledge of research-based information put into practice, and a continual determination to remain on course. The Virginia plan to accomplish this goal is based on scientifically-based, effective reading instruction to include:

- **Learning to read is a complex developmental challenge that must be taught; it is not a process, which occurs naturally.** (Learning First Alliance, 1999)

- **Children need explicit, systematic instruction in reading, especially those identified as at-risk for reading failure.** (National Reading Panel, 2000)

- **All children need to be immersed in a variety of rich literature, both fiction and non-fiction.** (Snow, Burns, and Griffin, 1998)

Scientifically-based reading research applies to systematic and objective procedures to obtain valid and reliable knowledge relevant to reading development, reading instruction and reading difficulties. It includes research that employs systematic, empirical methodology based on observation and/or experiment; involves rigorous data analysis to tested a stated hypotheses and justify general conclusions; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Following are the five identified essential components of reading instruction:

1. **Phonemic Awareness** – The ability to hear, identify, and manipulate the individual sounds, or phonemes, in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

2. **Phonics** – The understanding that there is a predictable relationship between phonemes, the sounds of spoken language, and graphemes, the letters and spelling that represent those sounds in written language.

3. **Fluency** – The ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension.

4. **Vocabulary Development** – The development of stored information about the meanings and pronunciation of word necessary for communication including listening, speaking, reading, and writing vocabulary.

5. **Text Comprehension** – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of texts.

Imperative to the success of Virginia's plan to improve student achievement and have every child reading on grade level by the end of third grade is the coordination among and between the Early Intervention Reading Initiative (EIRI), the Partnership for Achieving Successful Schools (PASS) and No Child Left Behind. EIRI and PASS are both Virginia Initiatives to enhance school improvement and raise student achievement. The plan is constructed to apply to ALL schools and ALL K-3 students in Virginia, not just those schools identified as eligible for *Reading First* subgrants.

EIRI participating schools and those schools involved in the PASS initiative will be held to the same standards for implementing *Reading First* in Virginia those who are not participating. The PASS and EIRI schools receiving funds through *Reading First* must replace their existing reading programs with an approved Reading First core comprehensive scientifically-based reading program to provide added structure to the Virginia Reading First initiative. This will allow more accountability for the comprehensive core reading program and the intervention services to be provided to students in K-3 by these schools. A brief explanation of each of these programs is listed below.

1. **Early Intervention Reading Initiative** (EIRI) – The Early Intervention Reading Initiative (EIRI) was initially established by the 1997 Virginia General Assembly for kindergarten and first grade. In March 2000, the General Assembly passed legislation to expand the initiative to cover grades kindergarten through three. The initiative seeks to reduce the number of children with reading problems through early diagnosis, intervention, and acceleration of early reading skills by the end of the third grade. The intent of the Reading Initiative is twofold. The first purpose is to provide teachers with a screening tool that determines which students will benefit from additional instruction. A second purpose is to furnish necessary funds for school divisions to provide these students with additional instruction. Participation in the Early Intervention Reading Initiative is voluntary.

   The Virginia Board of Education and members of the Virginia General Assembly Educational Committees are discussing moving the Early Intervention Reading Initiative to the Virginia Standards of Quality, which will mandate participation for each locality. Research bases for the program was and is: "we have learned that for 85 to 90 percent of poor readers, prevention and early intervention programs that combine instruction in phoneme awareness, (explicit) phonics, spelling, reading fluency and reading comprehension strategies provided by well-trained teachers can increase reading skills to average levels. However, we have also learned that if we delay intervention until nine years of age (third grade) (the time that most of these children with reading difficulties first receive services) approximately 75 percent of these children will continue to have difficulties in learning to read throughout high school and their adult years. To be clear, while older children and adults can be taught to read, the time and expense of doing so is enormous compared to what is required to teach them when they are five or six years old." (G. Reid Lyon, Chief, Child Development and Behavior Branch, National Institute of Child Health and Human Development, National Institutes of Health. Congressional testimony). Longitudinal research indicates that students at risk in grade one continue to

be at risk in grade four (Juel, 1988), and that the gap between grade-level expectation and actual achievement gets wider each successive year (Stanovich, 1986).
We have it within our power to make sure that young children learn the alphabetic code and get a good start on the pathway to reading. Early, systematic instruction, at a child's instructional level, in phonological awareness, the alphabet and letter sounds, concept of word, and word recognition, result in fewer retentions in grade one, fewer Title I referrals in grade two, and fewer remedial readers in grades three and four (Blachman, 1994). Despite our best efforts towards exemplary early literacy instruction, however, there will be a few students who lag behind. For these students, an additional twenty to thirty minutes per day of effective intervention in the early primary grades can prevent hours of costly remediation in the later grades (Lyon, 1996).

Reading deficiencies in many students can be prevented. It is possible to reduce the proportion of children with reading deficits to five percent or lower if these children are recognized early and provided with appropriate intervention (Lyon, 1996; Torgesen, 2000; Scanlon, Vellutino, Small, & Fanuele, 2000). Explicit, intensive instruction is an essential feature of effective interventions for struggling readers, including students with learning disabilities (National Reading Panel, 2000).

2. **Partnership for Achieving Successful Schools** (PASS) – On July 11, 2002, Governor Mark R. Warner launched a statewide partnership with business and community leaders, state educators, and local school and government officials to boost student achievement in Virginia's lowest academically performing schools. The Partnership for Achieving Successful Schools, or PASS, will assist more than 100 academically warned schools in either English or mathematics with a comprehensive plan to marshal community and business support. The PASS initiative will employ four models of intervention to provide assistance. By **engaging** businesses, community groups and individual citizens as partners; by **improving** reading and mathematics achievement in schools currently accredited with warning; by **building** the capacity of schools to maintain high student achievement; and by **encouraging** parents to provide essential support in the home. See page 6-7 for descriptions of the four intervention models.

3. **No Child Left Behind** (NCLB) – federal legislation with an unprecedented commitment to improve K-3 reading classrooms reflected in Reading First, will provide the thrust and direction to improve reading achievement. Virginia views this as an opportunity to expand its framework to meet the national goal of raising reading Achievement for all students.

ALL schools, receiving a *Reading First* subgrant in the commonwealth will adhere to the stipulations set forth in the *Reading First* Memorandum of Agreement (see pages 88-90). The Early Intervention Reading Initiative (EIRI) will provide the screening instrument to identify students who need early intervention services, and identify instructional reading levels of students for teachers to plan accurately. The EIRI will enable Virginia to reduce the proportion of children with reading difficulties by early identification and appropriate intervention. Schools receiving *Reading First* subgrants in the Partnership for Achieving Successful Schools (PASS) initiative will implement scientifically-based comprehensive core

reading programs, as will ALL *Reading First* schools. Finally, the No Child Left Behind (NCLB) federal legislation will provide the means to implement scientifically-based comprehensive core reading programs and assessment instruments, as well as offer professional development for ALL K-3 teachers in Virginia; therefore improving reading achievement across the commonwealth. Virginia's *Reading First* plan will promote coordination among and between *Reading First* funded EIRI and PASS schools and the NCLB federal legislature, thus infusing the principles of scientifically-based reading research into ALL programs.

Virginia's Reading First plan reflects the belief that research-based comprehensive instructional reading programs are essential, but will not be sufficient without continuous, intensive, long-term professional development in context with focused reading improvement goals. A comprehensive review of the research identifies criteria essential for effective schools and sustained reading achievement. The following section outlines the research and applies it to Virginia's Reading First plan in the areas of leadership, curriculum and instruction, assessment, and professional development.

Leadership

Research

Leaders are responsible for establishing a vision in an organization, providing essential components for supporting the vision, and empowering stakeholder to take ownership of the vision. Effective schools research indicates that the role of the principal as an instructional leader is critical to the school improvement process. Fink and Resnick (2001) studied division efforts to develop principals with strong leadership abilities who could achieve results in raising student achievement in both literacy and numeracy. They reviewed five strategies in order to accomplish their goal: nested learning communities, principal institutes, leadership in instruction, peer modeling, and individual coaching. *Preventing Reading Difficulties in Young Children* (1998) examines the need for systemic and systematic process to ensure the division provides curriculum, materials, and services necessary to support reading achievement. Change must be ongoing and monitoring must be continuous.

Virginia's Plan for Leadership

Virginia intends to support strong state leadership by having sufficient dedicated staff to the Reading First effort, coupled with the Governor's assurance of the Reading and Literacy Partnership Committee to coordinate development of a strong Reading First initiative, and assist in the overall effort of improving all K-3 student reading achievement. The Department of Education's *Reading First* Management Team includes eight highly qualified reading specialists to be hired to provide leadership, technical assistance and support to LEAs and individual schools. These regional reading specialists will be home-based initially at the Virginia Department of Education in Richmond, Virginia and later, assigned to the field in regional centers or large school divisions in locations where there is a high concentration of subgrant awardees having the most critical and specific needs. They will be primarily responsible for ensuring that the LEAs and the accompanying individual schools follow a strong

literacy plan, and work collaboratively in the coordination of *Reading First* activities as aligned in the state's *Reading First* plan.

In addition to the above assistance by the SEA, each *Reading First* school will be required to utilize a portion of the funding to hire a reading coach. The reading coaches, with a strong background knowledge of reading content, will provide direct support and assistance to schools for adhering to their proposed literacy plans to include:

- ✓ providing technical assistance to administrators in the establishment of a strong literacy plan (i.e., scheduling, time, focus on reading),
- ✓ providing technical assistance in the development/writing of a strong literacy plan based on classroom and teacher knowledge needs assessments/profiles,
- ✓ selecting, implementing and monitoring scientifically-based reading programs,
- ✓ ensuring use of data for grouping students and instructional decisions based on scientifically-based reading research,
- ✓ selecting screening, diagnostic, and classroom-based instructional assessments,
- ✓ providing daily support to K-3 teachers by demonstrating effective instructional reading strategies, facilitate study groups, assist in screening, diagnosing, and monitoring student progress and providing immediate intervention strategies,
- ✓ assisting in identification of professional development providers highly knowledgeable in scientifically-based reading research, and
- ✓ general monitoring of scientifically-based reading instruction, such as classroom environments, informal assessment, time and appropriate reading activities.

Expertise to oversee the implementation of the instructional reading program, and the coordination of materials will be vital roles for this individual. This person will also be responsible for evaluating the school's reading progress, analyzing achievement data and reporting progress of the school as a whole and in categories of students to determine AYP. In addition, coordination of assessment for all K-3 classrooms, and scheduling of meetings at each grade level to discuss data, and make instructional decisions as a result of the meetings will be crucial. Qualifications for the reading coach include:

- a current master's degree in reading,
- at least five years teaching experience in the primary grades,
- knowledge and skills related to scientifically-based reading research and its implementation, and
- demonstrated success in improving student achievement.

Additionally, the Virginia Board of Education will be responsible for providing an approved list, and establish guidelines to divisions for the use of diagnostic assessments, and instructional programs and materials.

Virginia Board of Education – is in the process of conducting a major study of early reading instruction in Virginia's public schools and developing an action plan to improve the reading skills of Virginia school children, especially those who are failing state reading tests. "Our goal is to raise substantially the percentage of children in elementary school who attain sufficient reading skills to be successful in school and later in life," said President Mark

Christie. The plan will be developed by the board's committee to implement the federal No Child Left Behind Act, which requires annual testing in reading in grades 3 through 8 beginning in the 2005-06 school year. The committee will examine several important issues that affect reading, including:

- ✓ Whether teacher-training programs are preparing elementary school teachers to teach reading using the most effective teaching methods and whether Virginia's licensing requirements for elementary-schoolteachers need more emphasis on the ability to teach reading.
- ✓ How Virginia can most effectively use the new funding available for reading programs under the federal No Child Left Behind Act.
- ✓ A review of all state and federal funding programs that support reading instruction to determine which ones are the most effective.
- ✓ Identifying the best practices used by schools in which large numbers of poor and minority children are doing well in reading and how these practices can be transferred to schools characterized by low reading achievement.

Division Administrators – will be provided training to understand the foundations of scientifically-based reading research, the criteria and guidelines from which the research is based in order to assist them in formulating their responsibility for implementation and monitoring. An assurance will be included in the Reading First application that provides a statement of commitment from the division level to sustain leadership to the extent possible, and ensure that the organization's strategic plan entails district wide infrastructure.

Principals and building leaders – of Reading First schools will be required to attend mandatory training of the Reading Leadership Academy in the essential components of reading and the specific instructional programs and materials including the scientific base, implementation process, and progress monitoring, during the summer before implementation. Leadership skills, such as prioritizing effective reading instructional practices, developing a working relationship with teachers and other stakeholders within the building, and providing regular and ongoing professional development time for staff based on research will provide the context for principals in order to build knowledge and understanding at this level.

Business partnerships – Through various community organizations, and the PASS initiative partnerships, the department of education will build relationships to prioritize reading as a statewide goal for all children.

Curriculum and Instruction

Research

During the past ten years, converging research provides much evidence about the content, format, and timing of early reading for all children. Evidence regarding best practices for reading instruction may be found in several consensus documents including *Preventing Reading Difficulties in Young Children* (Snow, Burns, and Griffin, 1998), the *Report of the National Reading Panel* (2000), *Every Child Reading, An Action Plan* (Learning First

Alliance, 1998) and *Put Reading First* (CIERA and NIFL, 2001). These and other documents have been widely distributed in Virginia (see pages 33 – 35 for more information on the distribution), and provide evidence that the national goal to teach every child to read is attainable for all, but about six percent of children with serious learning disabilities.

Learning First Alliance, 1998 states that educational decisions should be based on evidence, not ideology, and reading components, principles and practices are more likely to be used when they are integrated in the core program adopted by the division. Student standards, curricular frameworks, instructional programs and materials, assessments and textbooks must be closely aligned, as when they are, teachers have a more focused plan for implementation.

Preventing Reading Difficulties in Young Children (Snow, Burns, and Griffin, 1998) clearly concludes that effective instruction is the single most important component of effective reading programs, and that curriculum defined by language development by integrating phonemic awareness, phonics, vocabulary, fluency and comprehension is far more effective if taught during regular and consistent classroom instruction.

The Report of the National Reading Panel (2000) and (Snow et al., 1998) indicates that effective classroom instruction must be both explicit and systematic in the above stated areas. Ideally, then, the following are defined as components of effective, research-supported reading instruction

- Phonemic awareness, letter knowledge, and concepts of print
- The alphabetic code: phonics and decoding
- Fluent, automatic reading of text
- Vocabulary development
- Text comprehension
- Written expression
- Spelling and handwriting
- Screening and continuous assessment to inform instruction
- Motivating children to read and develop their literacy horizons (*Every Child Reading: A Professional Development Guide*, Learning First Alliance, 2000)

Scientifically-based reading research has identified phonemic awareness, phonics, fluency, vocabulary development, and comprehension as the crucial early literacy skills that students must learn to be on track for third grade reading proficiency (Adams & Bruck, 1995; Adams, Treiman & Pressley, 1998; Chall, 1967; Chall, 1983; Learning First Alliance, 2000; Liberman & Liberman, 1990; Lyon & Alexander, 1996/97; Lyon & Kame'enui, 2001; National Reading Panel, 2000; National Research Council, 1998; Pressley, 2000; Share & Stanovich, 1995; Stanovitch, 1993/94; Vellutino, 1991). Research has also indicated that students who achieve grade-level skill in these areas are on track to achieving reading proficiency in third grade. Therefore, it is critical that the following five essential reading components be assessed in kindergarten through third grade to ensure that schools are teaching the necessary early literacy skills.

1. Phonemic Awareness Instruction:

- ✧ must be taught; is not an acquired skill;
- ✧ helps children read and spell;
- ✧ is most effective when children are taught to manipulate phonemes with letters; and
- ✧ is most effective when it focuses on only one or two phonemes rather than several.

2. Explicit, Systematic Phonics Instruction:

- ✓ produces significant benefits for students in grades K-6, and for students identified as having reading difficulty;
- ✓ significantly improves kindergarten and first grade word recognition and spelling
- ✓ improves comprehension;
- ✓ is not sufficient as a stand-alone program for beginning readers;
- ✓ must be integrated with phonemic awareness, fluency and comprehension; and
- ✓ is more effective than non-systematic instruction.

3. Vocabulary Development:

- ✧ consistent, routine, everyday experiences are most effective with oral and written language;
- ✧ some vocabulary must be taught directly, as sight vocabulary or for irregular use; and
- ✧ approaches must include both direct and indirect methods, multiple exposures in context and through computer use.

4. Fluency:

- ✓ repeated oral reading of easy to read passages through guidance from teachers, peers, parents has a significant impact on word reading, fluency and comprehension across grade levels; and
- ✓ choral reading or simultaneous oral reading.

5. Comprehension:

- ✧ utilizing a combination of techniques to assist with recall of information, questioning, generalizations and summarizing of texts is most effective; and
- ✧ strategies are most effective when they are taught early and explicitly.

Virginia's Plan for Curriculum and Instruction

Virginia will provide curriculum and instruction support by having divisions fully implement an approved comprehensive, scientifically-based reading program. LEAs must describe the core reading program to be used in all *Reading First* schools in the division. The SEA will provide LEAs with a list of programs and resources for identifying scientifically-based reading programs. Virginia's Reading First list will include the programs from the state of Washington's approved list and the programs from the Virginia Board of Education revised list that meet scientifically-

based reading research criteria. LEAs will also be given the *Consumer's Guide to Evaluating a Core Reading Program* by Simmons and Kame'enui for the National Center to Improve the Tools of Education and the Institute for the Development of Educational Achievement. LEAs may select from the list, or use Kame'enui's instrument for evaluating a core reading program not on the list. The core reading program being considered should be carefully evaluated in relationship to the criteria in this guide before selecting it for implementation in *Reading First* classrooms. For programs not on the state list, LEAs must document the validity of their choice of the core reading programs for *Reading First* schools by: providing scientifically valid evidence that the program is effective in grades kindergarten through three, and with the children whose general characteristics are similar to those being served in *Reading First* schools; or by providing evidence that the program has been carefully reviewed, and that it contains the instructional elements and characteristics described above in the "consumer's guide" by Simmons and Kame'enui 2002. Technical assistance will be ongoing to provide schools the necessary tools in identifying and using scientifically-based reading research.

In addition, Virginia will offer Reading Leadership Academies and Teacher Reading Academies throughout the course of the grant initiative to all K-3 teachers and building administrators with the training being mandatory for all Reading First schools awarded grant funds. These academies will be tailored to Virginia's initiative through the University of Virginia using the Texas materials. Also, five 30 minute video lessons are currently being developed at the University of Virginia demonstrating scientifically-based classroom reading instructional best practices for dissemination to all elementary schools housing K-3 programs.

Assessment

Research

Kame'enui defines the four effective types of assessments used in effective reading programs:

✧ A **screening reading assessment** is a brief procedure designed as a first step in identifying children who are at risk for reading difficulty and who will need additional intervention.

✧ A **diagnostic reading assessment** helps teachers plan instruction by providing in-depth information about students' skills and instructional needs. It is used for the following purposes:

- ✓ Identifying a child's specific areas of strengths and weaknesses so the child has learned to read by the end of grade three;
- ✓ Determining any difficulties a child may have in learning to read and the potential cause of such difficulties;
- ✓ Helping to determine possible reading intervention strategies and related special needs.

✧ A **classroom-based instructional reading assessment** is an assessment that evaluates children's learning based on systematic observations by teachers of children performing academic tasks that are part of their daily classroom experience and is used to improve instruction in reading, including classroom instruction. This ongoing assessment will determine

if students are making adequate progress or need more intervention to achieve grade level reading outcomes.

✧ An **outcome assessment** provides a bottom-line evaluation of the effectiveness of the reading program.

Accountability is a critical component that must be in place to support school systems as they strive to achieve important reading outcomes. Longitudinal studies have shown that approximately 74 percent of the students who are reading disabled in the third grade continue to read significantly below grade level in the ninth grade (Lyon, 1996a). Research strongly suggests that children at risk for reading failure must be provided early diagnosis and early intervention if the efforts are to have the greatest chance for success (Juel, 1998; Lyon, 1996b; Lyon & Alexander, 1996/1997). Accountability can be accomplished by clearly reporting reading outcomes. This reporting can lead to:

- ✧ celebrations when early literacy goals are achieved;
- ✧ increased professional development and technical assistance for schools that are having difficulties in reaching their literacy goals; and
- ✧ the ability to make more informed instructional decisions.

Virginia's Plan for Assessment

Virginia intends to take a strong leadership role in assessment by having all Virginia *Reading First* schools use PALS. To strengthen the vocabulary strand of PALS, Virginia will add the Word Use Fluency from DIBELS 6th edition for screening purposes. Training on the assessment instruments for the Virginia Reading First Management Team will be provided by the University of Virginia's Reading Center during June of 2003. All Virginia *Reading First* schools will select a diagnostic assessment and a classroom-based instructional assessment instrument from the Secretary's Reading First Academy Assessment Committee's list or use Kame'enui's instrument for evaluating a core reading program not on the list. And, all *Reading First* schools will use the Stanford 9 Achievement Series (SESAT 1 and 2, Primary 1 and 2) for their outcome assessment. LEAs must indicate the assessments to be used in all *Reading First* schools to screen, diagnose, and monitor student progress, as well as how the information from the assessments will be used to make instructional decisions.

Currently, Virginia's mandated accountability system begins in third grade. This may be too long to wait because longitudinal studies have shown that approximately 74 percent of the students who are reading disabled in the third grade continue to read significantly below grade level in the ninth grade (Lyon, 1996a). Research strongly suggests that children at risk for reading failure must be provided early diagnosis and early intervention if the efforts are to have the greatest chance for success (Juel, 1998; Lyon, 1996b; Lyon & Alexander, 1996/1997).

All *Reading First* schools will report assessment schedules and target benchmarks for reading improvement as evidenced by third grade English SOL scores to their LEA *Reading First* Coordinator to be reviewed by the Virginia *Reading First* Management Team. Third grade English SOL scores will serve as benchmarks for the implementation year of Reading First

schools, and the Stanford 9 scores will serve as baseline data during the second year for grades kindergarten through two. Then, targeted benchmarks can be established on the K – 3 continuum with the ultimate goal of reaching 100 percent proficiency for subsequent years throughout the Reading First Grant cycle. All Virginia *Reading First* schools will provide an end-of-year adequate yearly progress (AYP) report (by racial and ethnic status, by free/reduced lunch status, by LEP, and by special education) that includes the number and percent of children who are reading on grade level and those who need intervention. Once targeted benchmarks have been established, the report will also reflect a comparison of the percentage of children who are reading at grade level this year to the percentage of students who were reading at grade level the previous year.

Finally, outcome assessments will enable teachers and instructional leaders on the school and district level to make better instructional decisions that will lead to reading growth. Learning to reading is a building process and each K-3 teacher must be responsible and held accountable to make every minute count when teaching the specific grade-level skills that will enable all students to acquire literacy skills.

Professional Development

Research

The National Staff Development Council has established national standards aimed at giving schools, divisions and states direction in what constitutes quality staff development for all educators. According to these standards, good staff development takes a variety of approaches, and call for alignment of staff development with school and division goals to improve education; establishment of priorities on what issues to address based on student data; providing follow-up and support; addressing the need for quality education for all children, regardless of race, ethnic background, gender or special needs through staff development; emphasis on a challenging, appropriate core curriculum based on content; and promoting parent and family involvement. (National Staff Development Council, Standards for Staff Development, 2001 revised).

Learning First Alliance (1999, 2000) identifies three major dimensions of effective professional development:

- ✓ A supportive **context** with strong leadership,
- ✓ Strong **content**, grounded in research, that includes all components of reading instruction, and
- ✓ An effective **process** of implementation.

When teachers have the tools to construct an effective classroom, more learning takes place. For each of these areas, Learning First Alliance (2000) outlines teacher knowledge of concepts and practices that contribute to reading success.

Phonemic awareness, letter knowledge and concepts of print

- ✓ Knowledge of consonants and vowel sounds in English and the pronunciation of phonemes,
- ✓ Knowledge of the progression of development of phonological skill,
- ✓ Understanding the differences between speech sounds and the letters that represent them,
- ✓ Understanding of the casual links between early decoding, spelling, word knowledge and phoneme awareness,
- ✓ Understanding of the print concepts young children must develop, and
- ✓ Understanding how critical the foundation skills are for later success.

Phonics and Decoding

- ✧ Understanding of speech-to-print correspondence at the sound, syllable pattern and morphological levels,
- ✧ Identify and describe the developmental progression in which orthographic knowledge is generally acquired,
- ✧ Understand and recognize how beginner texts are linguistically organized; by spelling pattern, word frequency, and language pattern,
- ✧ Recognize the differences among approaches to teaching word attack (implicit, explicit, analytic, synthetic, etc.), and
- ✧ Understand why instruction in word attack should be both active and interactive.

Fluent, Automatic Reading of Text

- ✓ Understand how word recognition, reading fluency, and comprehension are related to one another,
- ✓ Understand text features that are related to text difficulty, and
- ✓ Determine who in class should receive extra practice with fluency development and why.

Vocabulary

- ✧ Understand the role of vocabulary development and vocabulary knowledge in comprehension,
- ✧ Have a rationale for selecting word for direct instruction before, during and after reading the text,
- ✧ Understand the role and characteristics of direct and contextual methods of vocabulary instruction,
- ✧ Knowledge of reasonable expectations for learners at various stages of reading development, and appreciate the wide differences in students' vocabularies, and
- ✧ Understand why books are a good source for word learning.

Text Comprehension

- ✓ Knowledge of the cognitive processes involved in comprehension; the most effective techniques and strategies for the different types of students with what content,
- ✓ Identify the typical structure of common narrative and expository text genres,
- ✓ Recognize the characteristics of reader friendly text,
- ✓ Identify phrase, sentence, paragraph, and text characteristics of book language that students may misinterpret,
- ✓ Appreciate that reading strategies vary for specific purposes,
- ✓ Understand the similarities and differences between written composition and text comprehension, and
- ✓ Understand the role of background knowledge in text comprehension.

Written Expression

- ✧ Understand that composition is a recursive process of planning, drafting, and revising,
- ✧ Knowledge of the value and purpose of teacher-directed and student-directed assignments,
- ✧ Understand the role of grammar, sentence composition, and paragraph in building composition skills,
- ✧ Know benchmarks and standards for students at various stages of growth,
- ✧ Understand that different kinds of writing require different organizational approaches, and
- ✧ Understand the value of meaningful writing for a specific audience and purpose.

Spelling and Handwriting

- ✓ Describe and identify the progression in which spelling knowledge is gained,
- ✓ Understand the similarities and differences between learning to read and learning to spell,
- ✓ Understand the organizing principles of the English spelling system at the sound, syllable, and morpheme levels, and
- ✓ Understand the relationship between transcription skills and spelling and writing fluency.

Assessment to Inform Instruction

See previous section on Assessment, pages 44 through 46.

Virginia's Plan for Professional Development

Virginia supports the description of an expert teacher as defined by Louisa Moats in *Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do* (Moats, 1998). "Expert teachers will have the knowledge, strategies, and materials to judge what to do with particular children, not on the basis of ideology, but on the observation, logic, knowledge of child development, knowledge of content, and evidence for what works."

Virginia will ensure continuous growth and build state-wide professional development capacity and sustainability by contracting with the University of Virginia, Curry School of Education under the leadership of Dr. Mary Abouzeid, Director of the TEMPO Reading Outreach Program. They will use the materials developed by the University of Texas, Center for Reading and Language Arts; *Teacher Reading Academies, Professional Development for Research-Based Beginning Reading Instruction* to develop a five-day *Virginia Teacher Reading Academy* for teachers of kindergarten through third grade. These academies will be made available to all administrators, teachers of kindergarten through second grade and later, third grade teachers, Title I teachers, and K-12 special education teachers in Virginia, but will be mandatory for all *Reading First* schools. Attendance will be monitored by the Virginia *Reading First* Management Team to ensure all K-3 teachers are trained uniformly. Stipends and recertification points will be provided as a form of compensation for attendance to the academies.

Preliminary plans call for the University of Virginia to develop the kindergarten and first grade academies during the spring of 2002, and offer these two academies during the summer of 2003. All kindergarten, first grade, Title I Reading, and special education teachers would be invited to register for the academies, however, priority registration would be given to teachers and administrators in *Reading First* schools. Of the approximately 8,000 kindergarten and first grade teachers in Virginia, it is anticipated that 1,000 teachers will be trained during the first summer.

The second-grade Reading Academies would be developed during the fall and spring of 2003, and offered along with the follow-up kindergarten and first-grade academies for transferring and new kindergarten and first grade teachers during the summer of 2004. Beginning with the summer of 2005, the academies and follow-up training would be offered during the summers for each grade level for the duration of Virginia's *Reading First* grant.

Instructors for the academies will be UVA faculty and graduate students, adjunct faculty of the University, as well as other trainers identified during previous Reading Academies, which will give the SEA much more control over the delivery model of the academies, and forgo the insurmountable task of a train the trainer model. Starting in the fall of 2003 and continuing for the duration of the grant, the University of Virginia's TEMPO Reading Outreach Program, using the School of Continuing and Professional Studies' seven centers across the state and their VTEL broadcasting capability, will offer these follow-up academy sessions, classes and conferences during the academic year, as follow-up to summer Reading Academies.
Teacher and administrator attendance at Reading Academies will be required of LEAs and schools receiving *Reading First* grants, and each *Reading First* school budget must set aside a minimum $1,000 annually per teacher for professional development.

Each academy is a series of ten professional development sessions built on scientifically-based components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The sessions are designed to highlight the following topics:

- ✓ Phonemic Awareness
- ✓ Phonics and Word Study
- ✓ Spelling and Writing
- ✓ Fluency

- ✓ Vocabulary and Text Comprehension
- ✓ Assessment and Grouping
- ✓ Maximizing Student Learning
- ✓ Effective Reading Intervention
- ✓ Evaluating Materials
- ✓ Putting It All Together

The improvement of early reading instruction is highly dependent upon strong leadership. In the National Research Council's *Preventing Reading Difficulties in Young Children*, findings indicated weak reading programs often reflected the leadership of principals who were uninformed or uninvolved. Therefore, the department also plans to use the *Reading First* SEA professional development funds to provide on-going reading-related training for principals. The Alabama training module for principals will be used as a basis for developing this training.

During the summers of 2004 and 2005, faculty members from Virginia's thirty-six teacher preparation programs will be invited to attend Teacher Reading Academies, specifically designed for college faculty. The purpose of the academies will be to provide materials for college faculty to include in the courses they teach in order to improve pre-service training to teachers enrolled in their programs. Current Virginia licensure regulations require a college degree in a specific content area in order to teach in the commonwealth, and informal surveys from elementary principals in Virginia indicate the majority of kindergarten through second grade teachers, who are recent college graduates, entered the field of teaching with a major in something other than education.

Additionally, due to the variety of programs offered across Virginia colleges and universities, even those institutions of higher education offering a degree in early childhood or elementary education do not necessarily offer comprehensive training in research-based methods for teaching reading. The same can be said of pre-service education courses required for licensure.

For this reason, the revised Virginia teacher licensure regulations became effective in 2000 and address this need for new teachers in the field. Virginia's teacher certification requirements were revised in the summer of 1998 and include provisions for the teaching of reading. Early/primary (preK-3) and elementary education (preK-6) licensure requires six hours in written language acquisition and reading. Skills in this area are designed to impact a thorough understanding of the complex nature of written language acquisition and reading to include: phonological awareness, phonemic awareness and the connection of speech to print, and explicit knowledge of how context, syntax, and semantics interact in vocabulary development. Additional skills include proficiency in a wide variety of comprehension strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

Teacher Licensure

Virginia's teacher certification requirements were revised in the summer of 1998 and include provisions for the teaching of reading. Early/primary (preK-3) and elementary education (preK-6) licensure requires six semester hours in language acquisition and reading. Skills in this area are designed to impart a thorough understanding of the complex nature of language acquisition and reading to include: phonemic awareness, explicit phonics instruction, syllables,

phonemes, morphemes, decoding skills, word attack skills, and a knowledge of how context, syntax, and semantics interact. Additional skills include proficiency in a wide variety of comprehension strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

Virginia Teacher Knowledge and Skills for Reading/English

Understanding of the content, knowledge, skills, and processes for teaching the Virginia Standards of Learning for English include reading, writing, oral language (speaking and listening), and research and how these standards provide the core for teaching English in grades preK-3 (early/primary licensure) and preK-6 (elementary licensure).

1. Assessment and diagnostic teaching. The individual must:
    a. be proficient in the use of assessment and screening measures (formal and informal) for language proficiency, concepts of print, phoneme awareness, letter recognition, sound-symbol knowledge, single word recognition, decoding, word attack skills, word recognition in context, reading fluency, and oral and silent reading comprehension; and
    b. be proficient in the ability to use diagnostic data to tailor instruction, accelerate, and remediate, using flexible skill-level groupings as necessary.
2. Oral communication. The individual must:
    a. be proficient in the knowledge, skills, and processes necessary for teaching oral language (including speaking and listening);
    b. be proficient in developing students' phonemic awareness/phonological association skills;
    c. demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects;
    d. demonstrate an understanding of the unique needs of students with language differences and delays; and
    e. demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.
3. Reading/literature. The individual must:
    a. demonstrate an understanding of the role of the family in developing literacy;
    b. demonstrate the ability to appreciate the written word and the awareness of the printed language and writing system;
    c. develop an understanding of the linguistic, sociological, cultural, cognitive, and psychological basis of the reading process;
    d. be proficient in explicit phonics instruction, including and understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills;
    e. be proficient in the use of the cueing systems of language, including knowledge of how phonics, syntax, and semantics interact as the reader constructs meaning;
    f. be proficient in strategies to increase vocabulary;
    g. be proficient in the structure of the English language, including an understanding of syntax and vocabulary development;

h. be proficient in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching summarizing and retelling skills, and guiding students to make connections beyond the text;
i. be proficient in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension;
j. demonstrate the ability to develop comprehension skills in all content areas;
k. demonstrate the ability to foster the appreciation of a variety of literature; and
l. understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at the appropriate reading levels.

4. Writing. The individual must:

   a. be proficient in the knowledge, skills, and processes necessary for teaching writing, including grammar, punctuation, spelling, syntax, etc.;
   b. be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," the connection between stages of language acquisition and spelling, orthographic patterns, and strategies for promoting generalization of spelling study to writing; and
   c. demonstrate the ability to promote creative thinking and expression, as through imaginative writing, etc.

5. Research. The individual must demonstrate the ability to guide students in their use of technology for process and product as they work with reading, writing, and research.

License Renewal

License renewal requirements were revised in the summer of 1998. The requirements related to teaching reading are stated as follows:

- A minimum of 90 points (three semester hours in a content area) in the license holder's endorsement area or areas shall be required of license holders without a master's degree and may be satisfied at the undergraduate (two-year or four-year institution) or graduate level.

- Special education course work designed to assist classroom teachers and other school personnel in working with students with disabilities, a course in gifted education, a course in educational technology, or a course in English as a second language may be completed to satisfy the content course requirement for one cycle of the renewal process.

- Professional development activities designed to support the Virginia Standards of Learning, Standards of Accreditation, and Assessments may be accepted in lieu of the content course for one renewal cycle. The substance of the activities must clearly support these initiatives and address one or more of the following areas:

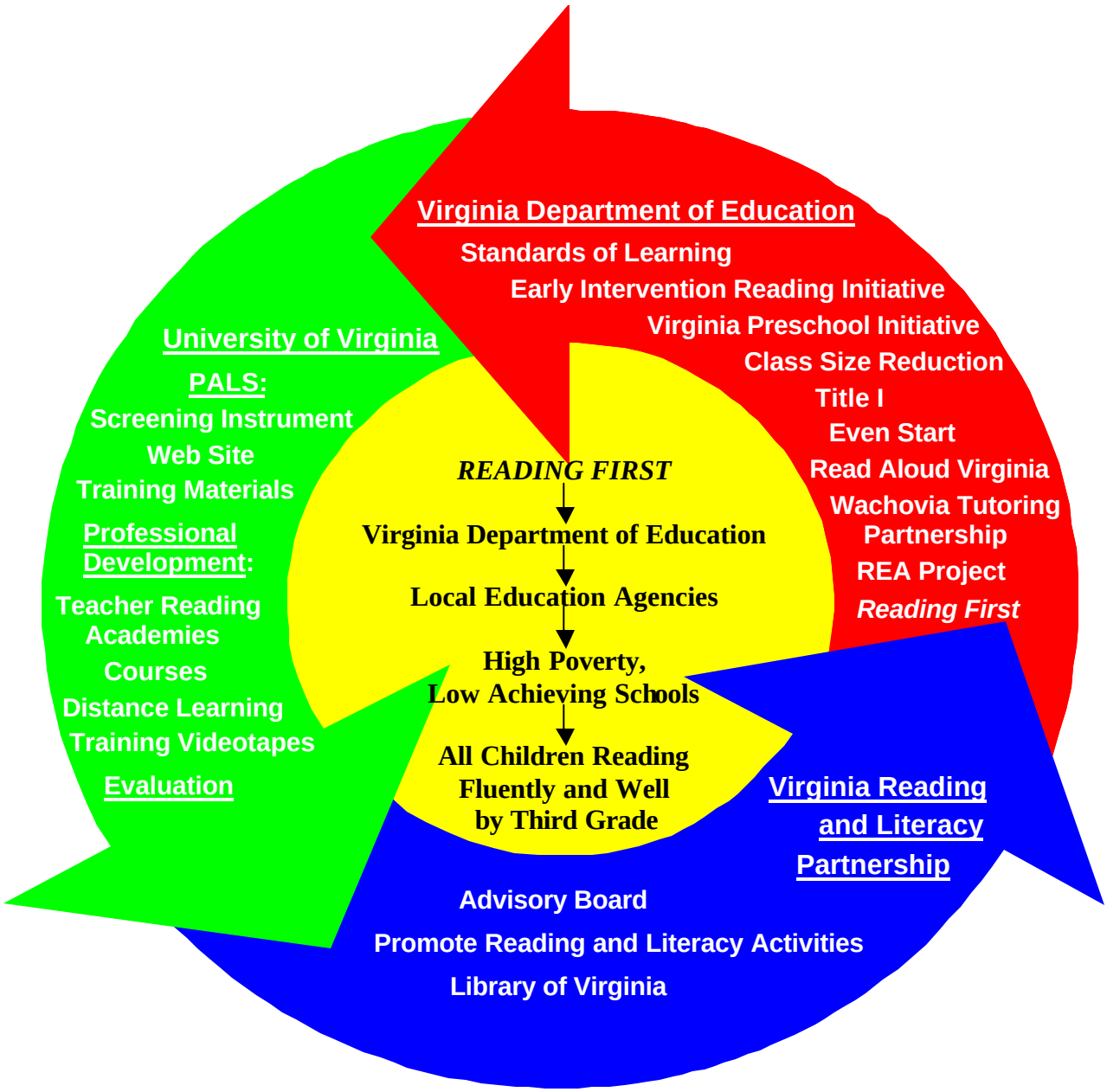
1. new content knowledge to implement the Virginia Standards of Learning;
2. curriculum development initiative designed to translate the standards to classroom objectives;
3. teaching beginning reading skills including phonemic awareness and the structure of language (phonics);
4. staff development activities in assessment to assist classroom teachers in the utilization of test results to improve classroom instruction; and professional development designed to implement the technology standards in the schools.

Plan to Enhance the Proficiency of Pre-service and In-service for Teachers

Currently, the Advisory Board on Teacher Education and Licensure (ABTEL) is preparing a report for the State Superintendent of Public Instruction and the Virginia Board of Education. This report will include for consideration, recommendations and strategies to enhance the proficiency of pre-service and in-service teachers in systematic explicit phonics instruction.

Virginia Reads: Every Minute Counts
Conceptual Framework

For the commonwealth, Virginia Reads: Every Minute Counts will be an extension, enhancement, and evolution of programs already in place. The Virginia Department of Education and its collaborative partners; the University of Virginia and the Governor's Reading and Literacy Partnership, continue to be committed to the goal of all children reading fluently and on grade level by the end of third grade. As illustrated below, all programs must work together and support each other in order to reach the common shared goal of all stakeholders.



C. Definition of Subgrant Eligibility

Virginia will award *Reading First* subgrants to local education agencies for the state's most disadvantaged schools and communities with the highest percentages of K-3 students reading below grade level. LEAs will determine which eligible schools will apply for *Reading First* subgrants. In order to give priority to schools who have the greatest need, Virginia will limit eligibility to those schools who have the greatest numbers of third grade students scoring below the English benchmarks as established by Virginia's English Standards of Learning. **All** eligible schools are identified as Title I schools, and receive funding under Title I, Part A. Both rural and urban schools will be served equitably, to the extent possible, across each of the eight Superintendent's Regional Study Groups (see Figure 1, page 65) having jurisdiction over at least one of the following:

- ✧ a geographic area to include an empowerment zone or enterprise community (Virginia has three LEAs in this category according to the Federal registry, dated April 10, 2002: Accomack County, Norfolk City, and Portsmouth City),
- ✧ 30% of all schools identified for Title I school improvement in the area of reading (189 of all 634 Title I schools of 1,167 elementary schools in Virginia), or
- ✧ highest numbers of children or percentages of children counted for allocations under Title I, Part A.

Using the above federal definition, it is anticipated that the pool of eligible schools will be too large to provide sufficient funds designated for activities to improve reading achievement. Students in kindergarten through grade three who attend low-performing schools with high concentrations of poverty or are in the school improvement process will be targeted. Thus, Virginia will base decisions for subgrant awards on the following additional criteria according to standards set by Virginia Board of Education:

Title I Schools in School Improvement:

- ✓ Accredited with Warning in English: pass rate on the spring 2001 English SOL tests that is 20 or more percentage points below any of the provisional accreditation benchmarks established by the Virginia Board of Education (8VAC 20-131-300.A.1)

OR

- ✓ Provisionally Accredited with Warning/Needs Improvement in English: pass rate of less than 63% on the third grade spring 2001 English SOL tests of the accreditation benchmarks established by the Virginia Board of Education (8 VAC 20-131-300.C.3)

AND

- ✓ have a poverty index of at least 40% as defined by Virginia's Elementary and Secondary Education Act (P.L. 107-110), No Child Left Behind Consolidated Plan.

While the accreditation status criteria will not be negotiable, the poverty index or other percentages to be considered (cut score) for the additional subgroups in Adequate Yearly Progress (AYP) may have to be raised in order to narrow the pool of eligible schools to a more manageable number for sufficient funding and support of an appropriate number of LEAs. See pages 57 through 64 for a list of LEAs and schools eligible based on 2001 SOL data. 2002 SOL data will be available in the fall.

The thresholds used to establish LEA eligibility are:

1. 30% of all Title I schools in Virginia will be eligible to apply for *Reading First* funding, and
2. all eligible schools are identified as Title I, and are receiving funding through Title I, Part A. Eligible schools are those identified as having 53% or more of third grade students falling below the Virginia English Standards of Learning Assessment.

C. Addendum to Definition of Subgrant Eligibility

The Virginia criteria for subgrant eligibility has changed since the original submission of the final revised copy of our application to USDOE. In place of the accreditation ratings, Virginia will use its proposed Adequate Yearly Progress (AYP) starting point of 60% as the benchmark. Therefore, in determining the final list, a score of 59% and below, passing on the spring 2002 third grade English Standards of Learning tests will be used in order to narrow the pool of eligible schools to provide sufficient funding for activities to improve reading achievement, as indicated in the original application. This newly defined criteria also applies to pages 66 and 78.

Virginia used spring 2002 third grade English scores to determine the final list of eligible schools for Reading First. Additionally, the preliminary list of schools based on spring 2001 test data has been removed from the application, and the new list of final eligible schools has been inserted based on spring 2002 data.

Divisions and Schools Eligible for Reading First

Division	School
ACCOMACK	Accawmacke Elementary
	Kegotank Elementary
	Pungoteague Elementary
ALBEMARLE	Benjamin F. Yancey Elementary
ALEXANDRIA	Cora Kelly Magnet Elementary
	Jefferson - Houston Elementary
	John Adams Elementary
	Lyles-Crouch Elementary
	Maury Elementary
	Mount Vernon Elementary
	Patrick Henry Elementary
AMHERST	Central Elementary
	Madison Heights Elementary
ARLINGTON	Barcroft Elementary
	Barrett Elementary
	Carlin Springs Elementary
BEDFORD	Body Camp Elementary
	Moneta Elementary
	Montvale Elementary
BRISTOL CITY	Highland View Elementary
BRUNSWICK	Meherrin Powellton Elementary
	Red Oak Elementary
	Totaro Elementary
BUCHANAN	J.M. Bevins Elementary
	Twin Valley Elementary
BUCKINGHAM	Gold Hill Elementary
CAROLINE	Bowling Green Elementary
CARROLL	Gladesboro Elementary
	Hillsville Elementary
	Laurel Elementary
	Oakland Elementary
	St. Paul Elementary

CHARLOTTE	Bacon District Elementary
CHARLOTTESVILLE	Clark Elementary
	Jackson-Via Elementary
CHESAPEAKE	G.A. Treakle Elementary
	George W. Carver Intermediate
	George Town Primary
	Southwestern Elementary
	Thurgood Marshall Elementary
COLONIAL BEACH	Colonial Beach Elementary
COVINGTON CITY	Edgemont Primary
CULPEPER	Pearl Sample Elementary
CUMBERLAND	Cumberland Elementary
DANVILLE CITY	G.L.H. Johnson Elementary
	Grove Park Elementary
	Irvin W. Taylor Elementary
	Park Avenue Elementary
	Schoolfield Elementary
	W. Townes Lea Elementary
	Woodberry Hills Elementary
	Woodrow Wilson Elementary
DICKENSON	Sandlick Elementary
DINWIDDIE	Dinwiddie Elementary
FAIRFAX	Bucknell Elementary
	Dogwood Elementary
	Groveton Elementary
	Hybla Elementary
	Mount Vernon Woods Elementary
	Parklawn Elementary
	Woodlawn Elementary

FRANKLIN	Sontag Elementary
FRANKLIN CITY	Joseph P. King Elementary
GRAYSON	Independence Elementary
	Providence Elementary
GREENSVILLE	Greensville Elementary
HALIFAX	Clay Mill Elementary
	Meadville Elementary
	Sinai Elementary
	Turbeville Elementary
	Wilson Memorial Elementary
HAMPTON CITY	Aberdeen Elementary
	Francis Mallory Elementary
	Hampton Harbour Academy
	John Tyler Elementary
	Paul Burbank Elementary
	Robert E. Lee Elementary
	Robert R. Moton Elementary
HARRISONBURG	Keister Elementary
	Waterman Elementary
HENRICO	Glen Lea Elementary
HENRY	Mt. Olivet Elementary
ISLE OF WIGHT	Hardy Elementary
LEE	Ewing Elementary
	Rose Hill Elementary
	St. Charles Elementary
LOUISA	Thomas Jefferson Elementary

LYNCHBURG	Elizabeth Kizer Elementary
	Sheffield Elementary
	William M. Bass Elementary
MARTINSVILLE	Albert Harris Elementary
MECKLENBURG	South Hill Elementary
MONTGOMERY	Belview Elementary
	Elliston Lafayette Elementary
	Shawsville Elementary
NELSON	Tye River Elementary
NEWPORT NEWS	Briarfield Elementary
	Carver Elementary
	Dunbar-Erwin Elementary
	Horace H. Epes Elementary
	Kiln Creek Elementary
	L.F. Palmer Elementary
	Lee Hall Elementary
	Riverside Elementary
	Sedgefield Elementary
	South Morrison Elementary
	Watkins Elementary
	Willis A. Jenkins Elementary
NORFOLK	Bowling Park Elementary
	Campostella Elementary
	Coleman Place Elementary
	Crossroads Elementary
	Fairlawn Elementary
	Jacox Elementary
	James Monroe Elementary
	Lindenwood Elemenrtary
	Norview Elementary
	Oakwood Elementary
	Ocean View Elementary

	Oceanair Elementary
	Poplar Halls Elementary
	Roberts Park Elementary
	Sherwood Forest Elementary
	Suburban Park Elementary
	Willoughby Elementary
NORTHAMPTON	Kiptopeke Elementary
	Occohannock Elementary
NORTON	Norton Elementary
ORANGE	Gordon Barbour Elementary
PETERSBURG	A.P.Hill Elementary
	Blandford Elementary
	J. E. B. Stuart Elementary
	Robert E. Lee Elementary
	Virginia Avenue Elementary
	Walnut Hill Elementary
	Westview Elementary
PITTSYLVANIA	Chatham Elementary
	Kentuck Elementary
	Southside Elementary
	Union Hall Elementary
PORTSMOUTH	Brighton Elementary
	Emily Spong Elementary
	Highland Biltmore Elementary
	Hodges Manor Elementary
	James Hurst Elementary
	Mount Hermon Elementary
	S. H. Clarke Community Academy
PRINCE EDWARD	Prince Edward Elementary
PRINCE WILLIAM	Belmont Elementary

	Dumfries Elementary
	Neabsco Elementary
	Potomac Elementary
	R. Dean Kilby Elementary
	River Oaks Elementary
	West Gate Elementary
	Yorkshire Elementary
PULASKI	Claremont Elementary
	Critzer Elementary
	Northwood Elementary
RICHMOND CITY	A. V. Norrell Elementary
	Chimborazo Elementary
	Clark Springs Elementary
	Fairfield Court Elementary
	G.H. Reid Elementary
	George Mason Elementary
	George W. Carver Elementary
	Ginter Park Elementary
	J.H. Blackwell Elementary
	J.L. Francis Elementary
	John B. Cary Elementary
	Maymont Elementary
	Miles Jones Elementary
	Oak Grove Elementary
	Overby-Sheppard Elementary
	Patrick Henry Elementary
	Summer Hill Elementary
	Whitcomb Court Elementary
	Woodville Elementary
ROANOKE CITY	Fairview Magnet Elementary
	Fallon Park Elementary
	Forest Park Magnet
	Garden City Elementary
	Higland Park Magnet Elementary
	Huff Lane Microvillage

	Hurt Park Elementary
	Oakland Intermediate
	Roanoke Academy
	Westside Elementary
RUSSELL	Castlewood Elementary
SMYTH	Atkins Elementary
SOUTHAMPTON	Capron Elementary
	Meherrin Elementary
STAUNTON	A. R. Ware Jr. Elementary
SUFFOLK CITY	Booker T. Washington Elementary
	Elephant's Fork Elementary
	Mack Benn Jr. Elementary
	Mount Zion Elementary
	Robertson Elementary
SUSSEX	Annie B. Jackson Elementary
	Jefferson Elementary
TAZEWELL	Raven Elementary
	Springville Elementary
VIRGINIA BEACH	Holland Elementary
	Newtown Road Elementary
	Rosemont Elementary
WASHINGTON	Meadowview Elementary
	Rhea Valley Elementary
WAYNESBORO	William Perry Elementary
WESTMORELAND	Cople Elementary
	Washington District Elementary

WINCHESTER CITY	Garland R. Quarles Elementary
WYTHE	Austinville Elementary
	Max Meadows Elementary
	Rural Retreat Elementary
	Sheffey Elementary
	Speedwell Elementary
YORK	Yorktown Elementary

VIRGINIA DEPARTMENT OF EDUCATION
REGIONAL MAP

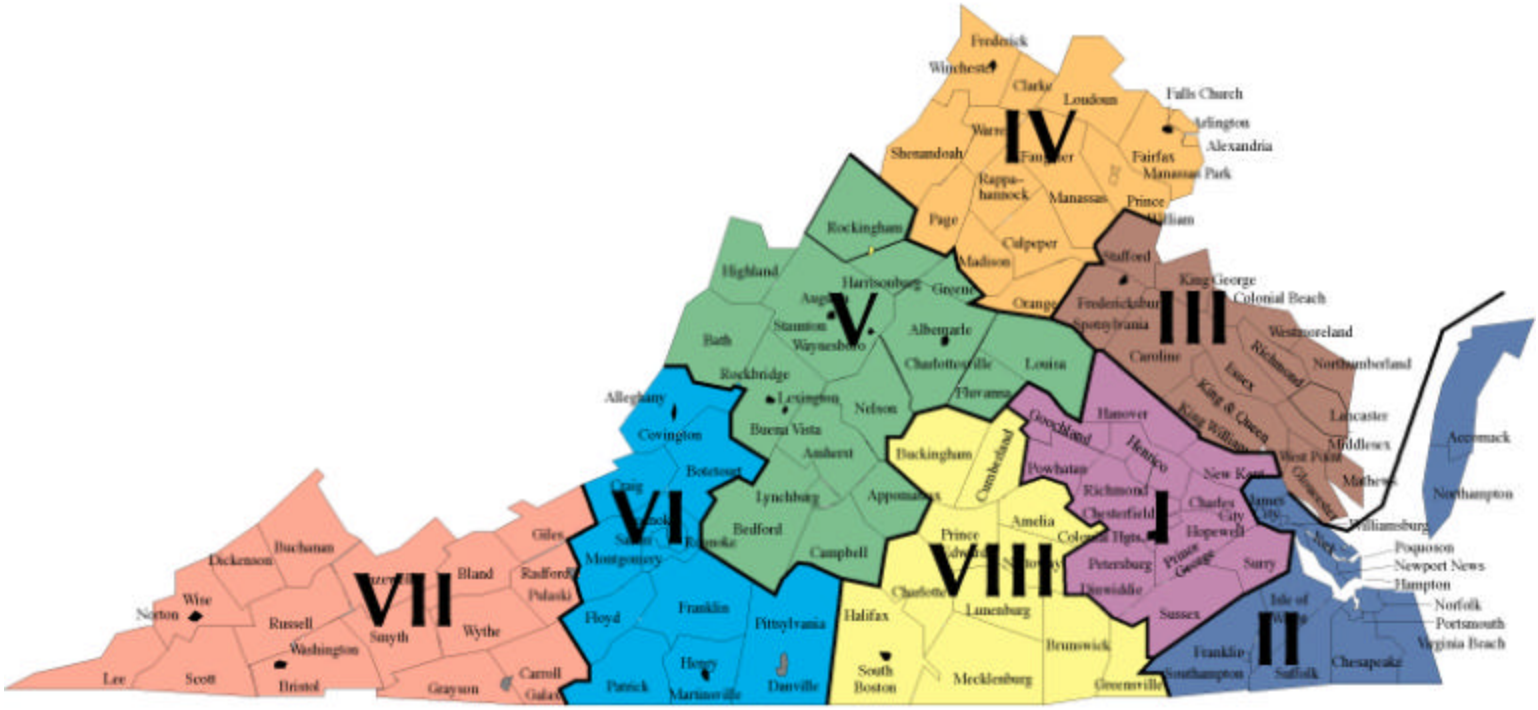


Figure 1

D. Selection Criteria for Awarding Subgrants

The Virginia Department of Education (SEA) will provide each eligible LEA a list of schools scoring below the 2002 state benchmark of (66%) on the third grade English Standards of Learning Assessment. LEAs must provide the criteria they will use to determine which schools in the district will apply for *Reading First* funds. In addition, the LEA must provide specific reasons for excluding any schools that met the quantitative eligibility requirements. Once determined, an application addressing the eleven parts in section D, Selection Criteria for Awarding Subgrants must be submitted. In the following section, District Application Requirements, the Virginia Department of Education describes the plan for ensuring LEAs submit applications addressing the review criteria outlined by the federal guidance. The information in this section will also be included in the LEA guidance document and should be helpful when addressing the issues identified by the federal guidance.

Further, to ensure the LEA awards are in compliance with the proposed *Reading First* obligations, Virginia will establish a Virginia *Reading First* Management Team made up of a SEA *Reading First* specialist, a grants manager, eight reading specialists, and support staff as needed, and each LEA will be required to name a LEA *Reading First* Coordinator. A general understanding of these terms is needed before reading the LEA application requirements.

Virginia Reading First LEA Application Requirements

Effective classroom instruction in grades K-3 is the "first line of defense" against reading failure (Consensus report titled "Preventing Reading Difficulties in Young Children, the National Research Council, Snow, Burns, & Griffen, 1998). Therefore, all LEA applications must ensure that each school in their district that receives a *Reading First* award will have *Reading First* classrooms that implement a high-quality reading program based on scientifically-based reading research, including instructional content using the five essential components of reading. In each *Reading First* classroom there must be:

- ✓ A coherent instructional design that includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials;
- ✓ Ongoing use of assessments that inform instructional decisions;
- ✓ A protected, dedicated block of reading instruction of at least 90 minutes each day;
- ✓ Clear expectations for student reading achievement and clear strategies for monitoring progress;
- ✓ Small group instruction as appropriate to meet student needs, with placement and movement based on ongoing assessment;
- ✓ Active student engagement in a variety of reading-based activities, which are connected to the essential components of reading and to clearly articulated academic goals; and

- ✓ Instruction designed to bring all children to grade level, with appropriate, scientifically-based intervention strategies aligned with classroom instruction planned for students not making sufficient progress.

In the district applications for *Reading First* funds, LEAs are to describe assessments, reading programs, and other broad elements of effective school models that will be implemented in each *Reading First* school to prevent reading difficulties in their students, thus, ensuring that no child is left behind.

Grant Criteria

The LEA application must address each part, and responses must be clear and specific. In addition, LEAs and principals will be required to sign the Memorandum of Agreement assuring compliance to all *Reading First* activities.

Instructional Assessments

LEAs must indicate the assessments to be used in all *Reading First* schools to screen, diagnose, and monitor student progress, as well as how the information from the assessments will be used to make instructional decisions. All *Reading First* schools will report assessment schedules to their LEA *Reading First* Coordinator to be reviewed by the Virginia *Reading First* Management Team.

The four required types of assessments are explained below:

- ✧ A **screening reading assessment** is a brief procedure designed as a first step in identifying children who are at risk for reading difficulty and who will need additional intervention. All *Reading First* schools will be using PALS and Word Use Fluency from DIBELS 6th edition for screening. Both are valid, reliable and founded on scientifically-based reading research.

- ✧ A **diagnostic reading assessment** helps teachers plan instruction by providing in-depth information about students' skills and instructional needs. It is used for the following purposes:

  - ✓ Identifying a child's specific areas of strengths and weaknesses so the child has learned to read by the end of grade three;
  - ✓ Determining any difficulties a child may have in learning to read and the potential cause of such difficulties;
  - ✓ Helping to determine possible reading intervention strategies and related special needs.

  All *Reading First* schools will select a diagnostic assessment instrument from the Secretary's Reading First Academy Assessment Committee's list or by providing evidence that the program has been carefully reviewed, and that it contains the instructional elements and characteristics described above in the "consumer's guide" by Simmons and Kame'enui 2002.

Addendum to Grant Criteria

On the previous page under the **Grant Criteria** heading, LEA applications will be termed as award finalists based on the expert team review. Superintendents, LEA central office personnel, and principals will be required to meet with the Virginia Reading First Management Team at the department to sign the memorandum of Agreement assuring compliance to all Reading First activities in order to become final awardees.

- A **classroom-based instructional reading assessment** is an assessment that evaluates children's learning based on systematic observations by teachers of children performing academic tasks that are part of their daily classroom experience, and is used to improve instruction in reading, including classroom instruction. This ongoing assessment will determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.

  All *Reading First* schools will select a classroom-based instructional assessment instrument from the Secretary's Reading First Academy Assessment Committee's list or by providing evidence that the program has been carefully reviewed, and that it contains the instructional elements and characteristics described above in the "consumer's guide" by Simmons and Kame'enui 2002.

- An **outcome assessment** provides a bottom-line evaluation of the effectiveness of the reading program. All *Reading First* schools will use the Stanford 9 Achievement Series (SESAT 1 and 2, Primary 1 and 2) for their outcome assessment.

Accountability is a critical component that must be in place to support school systems as they strive to achieve important reading outcomes. Currently, Virginia's mandated accountability system begins in third grade. This may be too long to wait because longitudinal studies have shown that approximately 74 percent of the students who are reading disabled in the third grade continue to read significantly below grade level in the ninth grade (Lyon, 1996a). Research strongly suggests that children at risk for reading failure must be provided early diagnosis and early intervention if the efforts are to have the greatest chance for success (Juel, 1998; Lyon, 1996b; Lyon & Alexander, 1996/1997). Accountability can be accomplished by clearly reporting reading outcomes. This reporting can lead to:

- celebrations when early literacy goals are achieved;
- increased professional development and technical assistance for schools that are having difficulties in reaching their literacy goals; and
- the ability to make more informed instructional decisions.

Scientifically-based reading research has identified phonemic awareness, phonics, fluency, vocabulary development, and comprehension as the crucial early literacy skills that students must learn to be on track for third grade reading proficiency (Adams & Bruck, 1995; Adams, Treiman & Pressley, 1998; Chall, 1967; Chall, 1983; Learning First Alliance, 2000; Liberman & Liberman, 1990; Lyon & Alexander, 1996/97; Lyon & Kame'enui, 2001; National Reading Panel, 2000; National Research Council, 1998; Pressley, 2000; Share & Stanovich, 1995; Stanovitch, 1993/94; Vellutino, 1991). Research has also indicated that students who achieve grade-level skill in these areas are on track to achieving reading proficiency in third grade. Therefore, it is critical that the five essential reading components be assessed

in kindergarten through third grade to ensure that schools are teaching the necessary early literacy skills.

All *Reading First* schools will provide an end-of-year adequate yearly progress (AYP) report (by racial and ethnic status, by free/reduced lunch status, by LEP, and by special education) that includes the number and percent of children who are reading on grade level and those who need intervention. The report will also reflect a comparison of the percentage of children who are reading at grade level this year to the percentage of students who were reading at grade level the previous year.

Finally, outcome assessments will enable teachers and instructional leaders on the school and district level to make better instructional decisions that will lead to reading growth. Learning to read is a building process and each K-3 teacher must be responsible and held accountable to make every minute count when teaching the specific grade-level skills that will enable all students to acquire literacy skills. In addition to the Standards of Learning tests at grades three, five, eight, and end of course, Virginia also uses the Stanford Achievement Test Series at grades four, six, and nine. Some LEAs also purchase the Stanford Achievement Tests for grades one and two. Therefore, the Stanford 9 for grades kindergarten through two will serve as Virginia's *Reading First* outcome assessment.

2. Instructional Strategies and Programs

Reading programs in *Reading First* classrooms must be based on scientifically-based reading research that includes the five essential components of reading instruction and provides such instruction to children in kindergarten through grade three including children:

* With reading difficulties,
* At risk of referral to special education based on those difficulties,
* Evaluated under section 614 of the Individuals with Disabilities Education Act, but not identified as having a disability (in accordance with IDEA section 614 (b)(5) and as defined in section 602),
* Served under IDEA primarily due to a specific learning disability related to reading (as defined in IDEA Section 602), and
* Deficient in the essential components of reading instruction, and identified as having limited English proficiency.

The reading program must be integrated into a coherent instructional design to include explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. These programs must be aligned with the Virginia English Standards of Learning to ensure students reach proficiency or better on the state assessment. The supplemental and intervention programs and materials used in the classroom must be integrated and coordinated with the comprehensive reading program without layering selected programs on top of existing programs.

A comprehensive reading program provides complete instruction in the core components of reading. The core program should offer students explicit systematic instruction in phonemic awareness (e.g., isolating and manipulating the sounds in words); phonics (e.g., blending sounds, using texts that allow students to practice their phonics knowledge); fluency (e.g., assisted, repeated oral reading); vocabulary (e.g., repeated exposure to the meanings of words in varieties of contexts), and comprehension (e.g., summarization, graphic and semantic organizers, asking and answering questions).

Teaching reading to children who are experiencing difficulty is a challenging process. "The demands of the phonologic, alphabetic, semantic, and syntactic systems of written language require a careful schedule and sequence of prioritized objectives, explicit strategies, and scaffolds that support students' initial learning and transfer of knowledge and skills to other contexts. The requirements of curriculum construction and instructional design that effectively move children through the "learning to read" stage to the "reading to learn" stage are simply too important to leave to the judgment of individuals. The better the core addresses instructional priorities, the less teachers will need to supplement and modify instruction for the majority of learners," (Simmons & Kame'enui, 2002, p. 2).

All core reading programs must include substantial and appropriate emphasis on the five essential components of reading instruction. Evaluation of all programs should focus on the instructional content specified in the following paragraph. **Phonemic awareness** instruction includes activities that ask children to identify phonemes; categorize phonemes; blend phonemes to build words; segment words into phonemes; delete or add phonemes to form new words; and substitute phonemes to form new words. The instruction should focus on blending, segmenting and the use of the letters of the alphabet to assist students in their manipulations. The **phonics instruction** included in comprehensive reading programs should follow a planned sequence of letter-sound relationships. The programs must include specific instructions about how teachers are to teach those relationships. Effective phonics programs provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories. Comprehensive reading programs must dedicate sufficient amounts of activity to the development of **fluency**, or the ability of children to read connected text accurately, quickly, and with expression. Programs should recommend techniques such as: repeated and monitored oral reading; modeled fluent reading; and the use of audiotapes, tutors, and peer guidance to increase fluency practice. Teachers' manuals in comprehensive programs should alert teachers to the importance of having students exhibit accurate reading before they begin rereading to develop fluency and using materials in which the readers are approximately 95% accurate.

Comprehensive reading programs that include effective **vocabulary instruction** will suggest ways that enhance the students' ability to learn vocabulary indirectly through activities such as conversations with adults, by being read to, and through reading extensively on their own. Directions in both the teacher and student materials will

provide activities for teaching specific words. Teachers' guides will advocate activities such as: teaching specific words before reading; extended instruction that requires learners to work actively with the new words; and repeated exposures to new vocabulary in different contexts. Comprehensive reading programs must teach word learning strategies such as how to use dictionaries, word parts, and context to figure out new words. To be consistent with scientifically-based reading research, **comprehension instruction** in comprehensive programs must help readers use specific comprehension strategies such as monitoring comprehension, using graphic and semantic organizers, generating questions, recognizing story structure, and summarizing. Effective comprehension activities teach children to use these strategies flexibly and in combination. Teachers' guides need to show teachers how to use questioning techniques, explicit teaching techniques, and cooperative learning to enhance students' comprehension (National Reading Panel, 2000; CIERA, 2001).

A comprehensive reading program is "the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district," (Simmons and Kame'enui, 2002). Districts should keep in mind the characteristics and needs of children who attend schools to be served by *Reading First* grants. In general, these children have special needs for explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension strategies (Foorman & Torgesen, 2001). These children also require extended and carefully organized practice using materials that are aligned with the instruction they are receiving. Programs that are used to provide instruction for these children should provide explicit instructional strategies for all children.

All *Reading First* classrooms should implement effective instructional strategies, which are those techniques that have been identified by scientific research as producing significant gains in reading achievement. These strategies maximize student learning by varying the presentation and format of the lesson, reducing teacher talk, and providing children with the opportunity to demonstrate their learning. Effective reading strategies allow teachers to adapt their pacing, content, and emphases to the needs of the learners (National Reading Panel, 2000; National Research Council, 1998; Rosenshine, 1997; Simmons & Kame'enui, 1998).

In addition, all *Reading First* classrooms should use effective grouping procedures which include flexible grouping that is guided by ongoing progress monitoring and that allows for periodic regrouping based on students' knowledge and skills (Elbaum, Vaughn, Hughes, Moody, & Schumm, 2000; National Reading Panel, 2000; Vaughn, Hughes, Moody, & Elbaum, 2001; Vaughn, Thompson, Kouzekanani, Bryant, & Dickson, 2001). When students experience difficulties, *Reading First* teachers should reteach the knowledge and skills that will have the highest impact on learning to read. In addition, all *Reading First* schools must have a protected, dedicated block of time for reading instruction of at least 90 minutes per day. The *Reading First* LEA leader will be responsible for requesting a copy of the master schedule indicating the

designated times for reading instruction in grades K-3 for each *Reading First* school. The master schedules will be reviewed by the Virginia *Reading First* Management Team to ensure that there is a dedicated block of time for reading instruction. The Virginia Reading Teacher Academies will emphasize all of the important instructional strategies such as alternate, flexible, grouping formats; protected blocks of time for reading instruction; and instructional techniques that maximize student engagement in learning tasks. (See the state professional development plan, page 100 through 103)

The *Reading First* LEA coordinators and the *Reading First* reading coaches will find the K-3 key classroom characteristics on pages 143 through 147 helpful when assisting *Reading First* schools in the use of effective reading strategies and techniques. The two technical assistance documents developed by the staff at the Virginia Department of Education will also be useful as *Reading First* LEA leaders and *Reading First* reading coaches analyze their reading program and the specific instructional strategies for each of the five essential components of reading. The documents, based on the work of Edward Kame'enui and Louisa Moats, Effective Elementary Reading Programs Assessment and Planning Instrument and Assessment Instrument for Planning Effective Professional Development in Reading may be found in Appendix B.

A member of the Virginia *Reading First* Management Team will visit each *Reading First* classroom two times a year to observe instruction, interview the teacher, and gather information regarding the implementation of all *Reading First* instructional programs and materials.

Each school that receives *Reading First* funds will be required to fully implement a comprehensive, approved scientifically-based reading program. LEAs must describe the core reading program to be used in all *Reading First* schools in the division. The SEA will provide LEAs with a list of programs and resources for identifying scientifically-based reading programs. Virginia's Reading First list will include the programs from the state of Washington's approved list and the programs from the Virginia Board of Education revised list that meet scientifically-based reading research criteria. LEAs will also be given the *Consumer's Guide to Evaluating a Core Reading Program* by Simmons and Kame'enui for the National Center to Improve the Tools of Education and the Institute for the Development of Educational Achievement. LEAs may select from the list, or use Kame'enui's instrument for evaluating a core reading program not on the list. The core reading program being considered should be carefully evaluated in relationship to the criteria in this guide before selecting it for implementation in *Reading First* classrooms. For programs not on the state list, LEAs must document the validity of their choice of the core reading programs for *Reading First* schools by: providing scientifically valid evidence that the program is effective in grades kindergarten through three, and with the children whose general characteristics are similar to those being served in *Reading First* schools; or, by providing evidence that the program has been carefully reviewed, and that it contains the instructional elements and characteristics described above in the

"consumer's guide" by Simmons and Kame'enui 2002. In addition to these criteria, all core reading programs must be aligned with the Virginia English Standards of Learning for grades K-3.

3. Instructional Materials

Supplemental programs focus on enhancing one or more of the five components of reading that students are having trouble grasping. Intervention programs for the classroom provide additional instruction to students performing below grade level. Intervention instruction should be delivered to groups of three to five students according to their instructional needs. For children who are having difficulties learning to read, Smith and Kame'enui (1998) suggest that teachers design instruction that includes conspicuous strategies, mediated scaffolding, strategic integration, primed background knowledge, and judicious review.

Therefore, instructional materials must offer students instruction in the following five essential components of reading: explicit, systematic instruction in phonemic awareness (e.g., isolating and manipulating the sounds in words); systematic, explicit phonics (e.g., blending sounds, using texts that allow students to practice their phonics knowledge); oral reading fluency (e.g., assisted, repeated oral reading); comprehension strategies (e.g., summarizing text, graphic and semantic organizers, asking and answering questions, summarization); and vocabulary development (e.g., repeated exposure to the meanings of words in varieties of contexts). In addition, these supplemental and intervention materials should also include effective program elements such as: explicit instructional strategies, a coordinated instructional sequence, ample practice opportunities, and alignment with the comprehensive reading program.

LEAs should provide a rationale supporting the instructional materials that have been selected to go beyond the core reading program. Documentation must be provided that the instructional materials selected for *Reading First* schools have instructional content and techniques that are consistent with the selected scientifically-based comprehensive reading program. The district must also provide evidence that the program has been found to be effective at the grade level and for the children whose general characteristics are similar to the students who will be receiving the instruction. In addition, for all instructional materials there must be a systematic plan for the integration of the supplemental and intervention reading materials with the core reading program.

4. Instructional Leadership

All LEAs whose grants are approved by the Virginia Department of Education will be required to describe their plan to designate knowledgeable instructional leaders on the district and school level who have sufficient time and expertise to provide instructional leadership. The plan must also describe their qualifications, duties, and responsibilities. All *Reading First* schools must employ a reading coach to work

closely with the principal in the management of all *Reading First* activities on the school level.

The *Reading First* coordinator for the LEA should: coordinate activities between the *Reading First* schools in the district, as well as, the state provided opportunities all *Reading First* schools and personnel; evaluate the instructional materials to ensure that they are aligned to the Virginia English Standards of Learning and to the standards of scientifically-based research in reading; provide assistance to schools in developing their budgets; and assist schools not making adequate progress in improving early literacy skills.

All *Reading First* reading coaches must be knowledgeable in the essential components of effective reading programs as well as the comprehensive reading program and instructional materials that will be used in the school. This person will have the responsibility of analyzing the data and assisting in making school, classroom, and instructional decisions based on the data. Other duties of the reading coach should include modeling effective reading strategies in the classroom, offering teacher feedback after a lesson has been taught, and assisting the LEA *Reading First* leader by identifying specific professional development needs for their individual school.

Strong leadership is necessary for the improvement of reading instruction. *Reading First* principals and reading coaches will find the two documents developed by the staff at the Virginia Department of Education useful as they assist the school and teachers in best reading practices. The documents, Effective Elementary Reading Programs Assessment and Planning Instrument and Assessment Instrument for Planning Effective Professional Development in Reading, may be found in Appendix B.

5. Professional Development

Research findings attest to the positive impact of quality teaching on student achievement (Wharton, et al., 1998; Brophy & Good 1984; Taylor, et al., in press). In preparation of this training, the Virginia Department of Education has already approached the University of Virginia to insert the Virginia specific standards into the Reading Teacher Academies and to begin designing a delivery model for this important professional development training for all K-3 and K-12 special education teachers in Virginia. Plans include Leadership Training for all *Reading First* principals as well as specific training for the *Reading First* reading coaches. A focused effort will be made to provide training for all LEA *Reading First* personnel in the summer of 2003. For more information on the Virginia professional development plan, please see section F, pages 100 through 102.

The LEA will be required to submit their professional development schedule, which should include a description of each planned activity to the Virginia *Reading First* Management Team. The plan should include quality professional development that will improve students' reading achievement by training teachers in the

implementation of research-based reading programs, effective instructional strategies, and reading-related practices that have been proven to be effective.

The LEA planned activities should entail the following criteria as outlined by the Learning First Alliance which states that effective professional development focuses on how children learn to read and what specific instructional strategies work best for the specific skill that is being taught at that grade level. Professional development is not a one time occurrence, it requires extensive follow-up in the classroom, as well as ongoing consultation with experts. Effective professional development must be viewed as an ongoing, never-ending process that involves the entire school staff (Learning First Alliance, 2000).

Every *Reading First* school must hire a qualified reading coach who can work with other teachers in a supportive, professional manner in implementing the comprehensive reading program and in the analysis of the data to guide effective classroom instruction. The *Reading First* reading coaches will be expected to attend meetings twice a month for on-going professional development training provided by the *Reading First* LEA leader and the Virginia *Reading First* Management Team.

Expertise to oversee the implementation of the instructional reading program, and the coordination of materials will be vital roles for this individual. This person will also be responsible for evaluating the school's reading progress, analyzing achievement data and reporting progress of the school as a whole and in categories of students to determine AYP. In addition, coordination of assessment for all K-3 classrooms, and scheduling of meetings at each grade level to discuss data and make instructional decisions as a result of the meetings will be crucial.

Qualifications for the reading coach include:

- a current master's degree in reading,
- at least five years teaching experience in the primary grades,
- knowledge and skills related to scientifically-based reading research and its implementation, and
- demonstrated success in improving student achievement.

Virginia *Reading First* schools should allocate approximately $1,000 per teacher per year to accomplish the ongoing professional development opportunities that will substantially impact reading achievement. *Reading First* schools should also consider budgeting:

- stipends for teachers who attend professional development activities that are conducted outside of the teachers contract hours;
- money for substitute teachers to provide classroom teachers with a sufficient amount of time to attend monthly grade-level meetings in which the classroom teachers will be able to focus on the progress monitoring data and plan the needed adjustments to make the best use of their instructional time;

- pay for substitute teachers to provide time for teachers to observe and consult with other classroom teachers in their own schools and in other highly successful schools with similar demographics.

The overall goal of professional development for the entire staff of *Reading First* schools is:

- ✧ to learn about scientifically-based reading research as it applies to the essential components of reading instruction, including phonemic awareness, phonics, fluency, vocabulary development, and comprehension;
- ✧ to come to understand how the essential components are related;
- ✧ to implement the best strategies and techniques to increase students learning; and
- ✧ to use data to make instructional decisions.

The training must also focus on daily routines and schedules that maximize the use of instructional time, flexible grouping, and ways to increase active student learning. In addition, the entire faculty must clearly understand the Virginia English Standards of Learning and how the comprehensive reading program supports scientific research in reading, and how assessment data drives decision-making.

6. Technical Assistance

LEAs will be required to turn in to the Virginia *Reading First* Management Team a schedule of all the technical assistance activities they have planned to assist *Reading First* schools. LEAs must schedule meetings with all the *Reading First* principals and reading coaches to provide assistance in the evaluation of their *Reading First* programs and in helping schools identify the professional development needs of their individual schools. Other technical assistance activities might be centered around: data analysis, budget concerns, coordination of meeting with the reading coaches and members of the Virginia *Reading First* Management Team, or assistance in writing goals and benchmarks. LEAs will assist in the coordination of technical assistance activities between the SEA and all *Reading First* schools.

7. Evaluation Strategies

The Virginia Department of Education will contract with the University of Virginia to evaluate the effectiveness of Virginia's *Reading First* schools. The intent of the evaluation is to: document the extent to which LEAs are providing reading instruction based on scientifically-based research. In particular, to document that there is an emphasis on phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies; and document the student reading achievement of LEAs receiving *Reading First* funds. In particular, evaluation data will be collected annually to document increases or decreases in the percentage of students reading at grade level or above. Such data, where applicable, will be broken down by grade level, poverty level indicator, racial/ethnic status,

gender, special education status, limited English proficiency status (LEP), reading disability, urban city (rural, urban, suburban), and migrant status. See the state reporting and evaluation section on pages 128 through 143 for more details.

All LEAs that receive *Reading First* grant awards must agree to provide all assessment data requested by the University of Virginia. In their application, districts must indicate some of the ways they will intervene if schools are not making adequate yearly progress in achieving their *Reading First* goal. LEAs must also describe their plan to discontinue funding if *Reading First* schools do not make progress after additional assistance has been provided.

8. Access to Print Materials

The Virginia Department of Education is requiring that LEAs budget at least five percent of the total *Reading First* budget for the purpose of purchasing books for both classroom and school libraries. The LEA application should convey how an increase in engaging reading materials will enable schools to address the individual reading needs of the students, thus offering additional reading choices for all students. In order for reading fluency to develop students need the opportunity to read a large array of both fiction and nonfiction books that are on their independent reading level. This can become a reality only when students have access to a wealth of print materials.

9. Additional Criteria

All *Reading First* funds must be used for activities based on scientifically-based reading instruction and coordinated with the LEAs overall *Reading First* plan. The budget, and budget narrative detail all additional uses of local *Reading First* funds. The LEA must record their budget information on a form similar to the one on page 87. This sample budget specifies some of the items required, such as a reading coach and a comprehensive reading program based on scientifically-based reading research. It also allows for a professional development allocation of approximately $1,000 per teacher per year. Along with the budget summary the LEA will be required to submit a detailed budget narrative for all *Reading First* schools and LEA expenses such as personnel, staff development, and technical assistance.

10. Competitive Priorities

Competitive priority will be given to LEAs 1) who have demonstrated progress in the current REA schools for continued funding, and/or 2) that leverage existing resources with *Reading First* funds while demonstrating an increase in the number of students reading on grade level. Evidence of demonstrated progress must be provided for existing REA schools to show gains made at each grade level since funding was acquired, AND/OR evidence of existing resources leverage and progress made must be provided.

Virginia Reading First LEA Application

The LEA application will be in narrative form addressing eleven sections with subgrant selection criteria aligned to each. Each section directly relates to *Reading First* requirements and guidelines outlined by federal legislation and guidance. LEAs will be required to answer each section, and responses will be evaluated using a scoring rubric, which follows the draft application on pages 78 through 90. In addition, LEAs must provide criteria used to determine which eligible schools will apply, and state the reasons for those eligible schools that will be excluded from applying.

Section I. SCHOOLS TO BE SERVED

Criterion: The Virginia Department of Education (SEA) will provide each LEA a list of schools scoring below the 2002 state benchmark of (66%) on the third grade English Standards of Learning Assessment. The LEA will establish school eligibility by listing those schools that have BOTH: a) the highest numbers or percentages of students scoring below the 2002 state benchmark of (66%) on the third grade English Standards of Learning Assessment, AND either b) are identified for school improvement OR c) have the highest numbers or percentages of students counted for allocations under Title I, Part A. From this list of eligible schools, the LEA will select the number of schools that can be adequately funded with the LEA award, and describe criteria used to make the school selections.

Questions:

1. From the list of LEA eligible schools, which schools will be selected to receive *Reading First* grant funds? Describe the criteria used to make the selection.
2. Describe your plan for addressing the needs of eligible schools that will **NOT** be selected to receive *Reading First* funds. State the reasons that most influenced the decision to exclude those schools.
3. Describe how the number of selected schools is sufficiently targeted to ensure that each school receives adequate funding to make significant progress toward increasing student achievement in reading.
4. Describe your plan to control existing resources in order to coordinate *Reading First* activities with all other literacy efforts in grades K-3.

Section II. INSTRUCTIONAL ASSESSMENTS

Criterion: The SEA will require schools to use the PALS-K and the PALS 1-3 and Word Use Fluency from DIBELS 6th edition as screening assessments, and the Stanford 9 Achievement Series (SESAT 1 and 2, Primary 1 and 2) will be the outcome assessment for kindergarten through grade two. The Virginia Standards of Learning Assessment will be the third grade measure for outcome purposes. PALS is a valid, reliable and founded on scientifically-based reading research as indicated on pages 21 through 23, as well as the Stanford 9 as a normed referenced test. LEAs must identify the diagnostic and classroom–based instructional assessments at each grade level among those listed on the Secretary's *Reading First* Academy Assessment Committee list, and featured at the

proposal preparation workshop on assessment by providing evidence that the program has been carefully reviewed, and that it contains the instructional elements and characteristics described above in the "consumer's guide" by Simmons and Kame'enui 2002. Answers to the questions below must verify that assessments selected at the local level have a scientific base, and are aligned and coordinated with the PALS and Word Use Fluency from DIBELS 6th edition. Answers must also verify when assessments will be administered and how they will be coordinated with the instructional program.

Questions:

1. The purpose of screening assessment is for early identification of children who are at risk for reading difficulty, and who will need immediate intervention.
    a. How will PALS and Word Use Fluency from DIBELS 6th edition be coordinated with other screening assessments selected at the local level?
    b. Which students will be targeted for screening assessments?
    c. How will the data collected from these screening assessments be used?
2. The purpose of diagnostic assessment is to help teachers plan instruction by providing in-depth information about students' skills and instructional needs.
    a. What diagnostic assessments from the SEA provided list do you plan to use in each grade level?
    b. Describe the content to be measured by each diagnostic assessment administered locally.
    c. How will PALS and Word Use Fluency from DIBELS 6th edition be coordinated with diagnostic assessments selected at the local level?
    d. Which students are targeted for diagnostic assessments?
    e. How will the data collected from these diagnostic assessments be used to make instructional decisions?
    f. How will the data be used to inform decisions about appropriate interventions?
3. The purpose of progress monitoring assessment is to determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.
    a. What progress monitoring assessments from the SEA provided list do you plan to use at each grade level?
    b. Which of the important beginning reading skills will be assessed with progress monitoring instruments administered locally?
    c. How will PALS and Word Use Fluency from DIBELS 6th edition be coordinated with other monitoring assessments selected at the local level?
    d. Which students are targeted for progress monitoring assessments?
    e. How will the data collected from progress monitoring assessments be used to make instructional decisions?
    f. How will the data be used to inform decisions about appropriate interventions?
4. Provide a yearly assessment schedule by grade level, which includes the name of the assessment to be used, its purpose, the skills that will be assessed, and the month when the assessment will be administered.

5. Describe how the assessments to be used are aligned with the instructional program.

Section III. INSTRUCTIONAL STRATEGIES AND PROGRAMS

Criterion: Each school that receives *Reading First* funds will be required to fully implement a of comprehensive, approved scientifically-based reading program. The SEA will provide LEAs with a list of programs and resources for identifying scientifically-based reading programs. Virginia's list will include the programs from the state of Washington's approved list for Reading Excellence Act and the programs from the Virginia Board of Education list that meet scientifically-based reading research criteria. LEAs will also be given the *Consumer's Guide to Evaluating a Core Reading Program* by Simmons and Kame'enui for the National Center to Improve the Tools of Education and the Institute for the Development of Educational Achievement. LEAs may select from the state list or use Kame'enui's instrument for evaluating a core reading program not on the list.

Questions:

1. If selected schools are currently using a program from the approved list, describe the plan for full implementation:
    a. Identify the comprehensive program,
    b. Describe the level of implementation at each grade level,
    c. Describe the amount and the content of training you have had in the use of this program, and
    d. List any additional needs for materials and for training.
2. If you are not currently using a comprehensive program from the approved list, discuss your selection of a scientifically-based reading program:
    a. Describe the process and timeline you will use in selecting a program from the SEA approved program list,
    b. Which factors are most important in influencing your decision?
    c. Explain how faculty members will be involved in the selection of a comprehensive reading program, and
    d. How will the final selection of a scientifically-based reading program be made?
3. How will you assess the alignment of the comprehensive reading program with state standards?
4. In addition to the technical assistance provided by the SEA, how will the LEA provide for full implementation of the reading program:
    a. How many days will be provided for initial and ongoing training on the program?
    b. What provisions will the LEA make to ensure that selected schools have the necessary materials prior to summer training?
    c. Describe your plan for orienting schools to the new reading program prior to the summer training.
    d. How will the LEA monitor and support the implementation of the reading program to ensure that it will best meet the instructional needs of students?

5. How will the school and LEA monitor the comprehensive reading program to ensure that it is fully implemented and not layered on top of non-research programs already in use?
6. How will the assessment program be aligned with the comprehensive reading program to maximize student achievement? What procedures will be in place to monitor the progress of struggling readers?
7. Describe how the LEA will ensure:
    a. Flexible grouping,
    b. Intervention based on SBRR, and
    c. Scheduling that includes a protected, uninterrupted time for reading of at least 90 minutes per day.

Section IV. INSTRUCTIONAL MATERIALS

Criterion: All instructional materials beyond the comprehensive reading program must be based on scientifically-based reading research, and should be coordinated with the comprehensive reading program. Instructional materials include programs and materials that serve supplemental or intervention purposes in addition to the comprehensive program. In answering the questions below, indicate how the LEA will ensure that instructional materials are coordinated with the comprehensive reading programs and used for their intended purposes.

Questions:

1. List any instructional materials the LEA intends to purchase.
    a. Justify how the instructional materials support the teaching of the five components of reading.
    b. Describe the features of the most effective program elements (e.g., explicit instructional strategies for teaching comprehension).
    c. Explain how the materials will be used and for what purpose (e.g., supplemental or intervention).
2. How will the LEA ensure that selected schools align all instructional materials with the comprehensive reading program?
3. Describe the LEA's plan for monitoring the selection and use of instructional materials. How will the LEA ensure that the instructional materials are used for their intended purposes?
4. How will the LEA guide selected schools to make the best use of new technologies that are based on the best available scientific research?

Section V. INSTRUCTIONAL LEADERSHIP

Criterion: Each LEA and each selected school will guarantee leaders with sufficient time and expertise to provide the instructional leadership needed to ensure the success of Virginia *Reading First* activities, and to achieve the national goal of all students reading fluently by the end of third grade. The LEA must ensure coordination with school leaders, explain their duties and responsibilities, and training.

Questions:

1. Who at the LEA will be responsible for coordinating Virginia *Reading First* activities?
    a. How was the person selected?
    b. Describe the duties and responsibilities of this person.
    c. What evidence is there that this individual is knowledgeable about scientifically-based reading instruction?
2. Describe the LEA's plan for training *Reading First* personnel, and how this training will improve knowledge and skills related to scientifically-based reading research and improving reading instruction.
3. Who at each building level will serve as principal and reading coach? If the reading coach has not been selected, describe the procedure for selection and how the LEA will ensure the individual is knowledgeable about scientifically-based reading instruction.
4. Describe the training and ongoing support for principals and reading coaches as it relates to their role in:
    a. Understanding the essential components of reading and their application to instructional programs and materials,
    b. Implementing SBRR programs and instruction,
    c. Providing progress monitoring of the programs.
5. Describe the LEA's commitment to ensuring continuity of instructional leadership at the school level.
6. What is the LEA's plan for training principals at non-selected schools regarding implementation of scientifically-based reading instruction?

Section VI. DISTRICT AND SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Criterion: Professional development must be provided to prepare teachers and administrators in all the essential components of reading instruction and to use the selected instructional materials. Professional development must be substantial, sufficiently intensive, focused, sustained, and of sufficient duration to impact classroom practice. The delivery model should include the use of coaches and other reading teachers who provide the appropriate feedback and support necessary to ensure new instructional strategies are implemented in the classroom.

Questions:

1. How will you assess the specific professional development needs of K-3 teachers and K-12 special education teachers in selected schools? How will assessment data be used to develop an LEA plan to address the identified needs?
2. Explain how the content of the LEA professional development activities will address identified teacher needs in the following areas:
    a. The essential components of reading instruction including phonemic awareness, phonics, fluency, vocabulary, and comprehension and their classroom implementation,

   b. Implementing scientifically-based instructional materials, programs, and strategies,
   c. Screening, diagnostic, and classroom-based instructional assessments and their appropriate classroom use, and
   d. State reading standards and assessments.
3. Explain how the classroom follow-up to professional development activities to enhance classroom implementation of new strategies would be structured.
   a. How will the expectations for classroom implementation be established and communicated for each professional development activity?
   b. How will the LEA provide both initial preparation and sufficient ongoing support to maximize classroom implementation of what has been learned in professional development activities?
   c. How will ongoing support of implementation include time for activities such as ongoing study, observation of others implementing a new strategy, practice implementing a new strategy, practice with feedback from an expert, and ongoing refinement of implementation?
   d. How will principals, reading coaches, and central office staff provide feedback, encouragement, and guidance to teachers regarding classroom implementation of what has been learned in professional development activities?
   e. How will the LEA provide targeted professional development for teachers who need additional assistance with classroom implementation of new skills and strategies related to improving reading instruction?
   f. How will the LEA provide professional development on scientifically-based reading research for non-*Reading First* schools?
4. Describe how the LEA will identify and secure professional development providers who are highly knowledgeable of scientifically-based reading instruction and experienced in program implementation.
5. Describe ways that the LEA will encourage and extend the ongoing development and support provided to those serving as reading coaches.
6. Describe the different contexts in which this professional development will be delivered to teachers initially as well as during the school year and outside the school year. Address any plans for activities such as the following:
   a. Intensive institutes,
   b. Whole and half day in-service training,
   c. Grade level team meetings,
   d. Across grade level meetings,
   e. Online courses,
   f. Study groups,
   g. Traditional college courses for credit and/or specially created college courses to focus on identified issues, and/or
   h. In class coaching and teaching.
7. How will you ensure that local professional development activities are coordinated with other state and local activities related to improving reading achievement?

Section VII. DISTRICT-BASED TECHNICAL ASSISTANCE

Criterion: The SEA will provide technical assistance to the LEA through the SEA staff and eight *Reading First* specialists. The LEA must also provide technical assistance to the selected schools to ensure their success. Topics such as identifying professional development needs, setting goals, determining benchmarks, and budgeting should be addressed.

Questions:

1. Describe how the LEA will coordinate high quality local assistance related to the implementation of the technical assistance provided by the SEA staff and Regional *Reading First* specialists.
2. Describe how the LEA will assist selected schools in identifying professional development needs.
    a. How will system-wide activities be adjusted to respond to the identified needs of local schools and of individual teachers?
    b. What assistance will be given in planning and budgeting?
    c. What assistance will be given in evaluating the effectiveness of professional development?
3. Describe how the LEA will assist the selected schools in monitoring and evaluating the effectiveness of programs.
    a. What assistance will be given in setting goals and benchmarks, in progress monitoring, and in interpreting benchmark data?
    b. Explain what professional development will be administered in adjusting programs in response to benchmark data, and in adjusting the budget to make the necessary program changes?
4. What assistance will be given to non-selected schools to implement a scientifically-based reading program in grades K-3?

Section VIII. EVALUATION STRATEGIES

Criterion: Evaluation strategies must include the use of valid and reliable measures to assess the effectiveness of local *Reading First* activities for individual schools and for the LEA as a whole. Indicate how the LEA will use valid and reliable measures to evaluate and report the effectiveness of selected schools.

Questions:

1. Describe how the LEA will report and review the PALS assessment data at the classroom level, at the school level, and at the LEA level.
2. In order to have every student reading fluently by the end of third grade schools must set goals for each prior grade level.
    a. What are the outcome goals for kindergarten and when will they be measured?
    b. First grade?
    c. Second grade?
    d. Describe how third grade outcomes will be utilized.

3. Achievement data from state outcome measures will be disaggregated by low income, major racial/ethnic groups, LEP, and special education students in K-3 (AYP). How will any additional achievement data from kindergarten, first, second, and third grades in a disaggregated manner be reported?
4. Explain how outcome data to document the effectiveness of local *Reading First* activities for individual schools and the LEA as a whole will be used.
5. Progress monitoring can indicate which students are not on track to meet outcome goals. Describe the plan for working with selected schools to establish benchmarks for progress toward the goals for each grade level.
    a. What benchmarks will be set for kindergarten? Describe how these benchmarks will be measured.
    b. First grade?
    c. Second grade?
    d. Third grade?
6. Describe how the LEA will work with each selected school to devise a modified instructional plan for those students who do not meet benchmark and/or outcome goals. List the interventions to be included in the plan including alternative materials, strategies, and assessments.
7. The state intends to exercise its option to reduce or discontinue funding if schools do not demonstrate continued progress in 2003-2004 and 2004-2005. Describe the LEA's plan for working with those schools that do not show significant progress. List the interventions to be implemented to ensure consistent improvement (e.g., additional support, professional development).
8. Describe any plans to set similar goals and benchmarks in all local schools in the LEA that have grades K-3.

Section IX. ACCESS TO PRINT MATERIALS

Criterion: In order for students to become proficient readers, they must have access to a wide variety of engaging reading materials on appropriate levels. Answers to the questions below must describe how the LEA will provide student access to a wide array of engaging reading materials.

Questions:

1. Describe how the LEA will assist selected schools in obtaining access to a wide array of engaging reading materials including both expository and narrative texts:
    a. in classroom libraries,
    b. in book rooms, and
    c. in school libraries.
2. Describe any federal, state, or local programs to be coordinated with *Reading First* programs in order to increase student access to a wide variety of engaging reading materials.
3. Describe any local library programs to be coordinated in order to promote greater access to print materials.
4. How will the LEA assist non-*Reading First* schools in increasing student access to a variety of engaging reading materials?

Section X. ADDITIONAL CRITERIA

Criterion: All *Reading First* funds must be used for activities based on scientifically-based reading instruction and coordinated with the LEAs overall *Reading First* plan. The budget, and budget narrative detail all additional uses of local *Reading First* funds.

Questions:

1. Describe how the use of funds are based on SBRR, and coordinated with the overall *Reading First* program.
2. Describe any other activities that are based on SBRR and that strengthen the LEA proposal (e.g., requiring an extended, protected time for reading).
3. Complete the budget found at the end of this application. Other than the activities already discussed in this application, detail any other uses of *Reading First* funds.
    a. Describe how the funds will be used.
    b. Describe how these activities are based on scientific research.
    c. Describe how these activities are aligned with other *Reading First* activities.

Section XI. COMPETITIVE PRIORITIES

Criterion: Competitive priority will be given to LEAs 1) who have demonstrated progress in the current REA schools for continued funding, and are using SBRR programs **and/or** 2) that leverage existing resources with *Reading First* funds while demonstrating an increase in the number of students reading on grade level.

Questions:

1. What evidence of progress is available to show gains in an increase of the number of students reading on grade level?
2. How will continued funding through *Reading First* be coordinated with existing programs/materials?
3. Describe how these activities are based on scientifically-based reading research and are aligned with all *Reading First* activities.

Budget

The LEA must record their budget information on a form similar to the example below. This sample budget specifies some of the items required, such as a reading coach and a comprehensive reading program based on scientifically-based reading research. It also allows for a professional development allocation of approximately $1,000 per teacher per year. Along with the budget summary the LEA will be required to submit a detailed budget narrative for all *Reading First* schools and LEA expenses such as personnel, staff development, and technical assistance.

Sample Budget Summary for Each Selected *Reading First* School

Category	**Description**	**Project Year I**	**Year II**
Personnel	Reading Coach Salary Fringe Benefits Training Stipend for Summer Work Equipment (computer, printer, internet access)		
Professional Development Meetings, Conferences	School Staff Professional Development – Allocate approximately $1,000 per teacher (e.g., stipends, materials)		
Consultants			
Materials	Comprehensive Program Supplemental Materials Classroom and Library Materials Assessment Materials Approximately $10 per student		*This expense will be greatly reduced in subsequent years.
Other	Additional Personnel Additional Materials Other		

* This expense will be greatly reduced after year one with the purchase of the comprehensive reading program and the supplemental and intervention materials.

MEMORANDUM OF AGREEMENT
between
Virginia Department of Education
and
Local Education Agencies with *Reading First* Grants
Academic Year 2002 – 2003

The _____ School Division agrees to utilize *Reading First* funds as outlined in the approved Local Education Agency (LEA) application. The LEA further agrees to the conditions below regarding *Reading First* schools awarded first-year, 2002 – 2003.

This agreement is between the Virginia Department of Education (certified by a designated signature of the SEA), the LEA (certified by the signature of the division superintendent), and the individual *Reading First* School(s) (certified by the signature of the *Reading First* principal). Affix signatures on the last page as appropriate.

Responsibilities of the Virginia Department of Education:

1. The State Education Agency (SEA) assures to serve as a liaison between the Reading First Collaborative Team (UVA) for assessment, professional development, and evaluation AND the LEA *Reading First* Coordinators.

2. The SEA assures to provide leadership and technical assistance to *Reading First* grantees as requested and through regular site visits.

3. The SEA will provide professional development specifically designed for *Reading First* grantees during the forthcoming year.

4. The SEA assures to utilize *Reading First* funding as prescribed by federal legislation.

***Responsibilities of the Local Education Agency*:**

1. The Local Education Agency (LEA) assures compliance with all of the duties specified in the enclosed application.

2. The LEA assures limitation of use of funds to children from eligible schools.

3. The LEA assures instruction in reading will be provided to children with reading difficulties who (1) are at-risk of being referred to special education based on these difficulties; or (2) have been evaluated under section 614 of the Individuals with Disabilities Education Act but, in accordance with section 614 (b)(5) of such Act, have not been identified as being a child with a disability (as defined in section 602 of the Act).

4. The LEA assures professional development will be carried out for the classroom teacher and other instructional staff on the teaching of reading based on scientifically-based reading research.

5. Each LEA receiving a subgrant assures all reading efforts within a school shall be coordinated, including those reading programs and initiatives funded with any state, regional, or local funds, as well as, federally funded programs such as Title I of the Elementary and Secondary Education Act, Adult Education and Family Literacy Act, and Individuals with Disabilities Education Act.

6. The LEA assures participation in the state evaluation of *Reading First*.

7. The LEA assures all teachers of kindergarten through grade 3, Title I teachers, special education teachers and administrators of *Reading First* schools will attend one of the five-day Virginia Teacher Reading Academies to be held in conjunction with the University of Virginia in the summers of 2003, 2004 or 2005.

8. The LEA assures each *Reading First* school will use the PALS and Word Use Fluency from DIBELS 6th edition as screening assessments, and the Stanford 9 for the outcome assessment for the duration of the grant.

9. The LEA assures each *Reading First* school will have at least a 90-minute uninterrupted daily block of time for reading instruction.

10. The school division assures each *Reading First* school will have access to reading and library programs and materials.

11. The LEA assures that in the event the principal of a *Reading First* school leaves the division or is moved to another school or position within the division, the LEA assures the incoming principal will continue to implement the *Reading First* subgrant as approved for funding.

12. The LEA assures that third grade English SOL scores will be used during the implementation phase of the grant to set target benchmarks for increasing reading achievement, and that during the second year of the grant cycle, the Stanford 9 will be used K – 2 as benchmarks to ultimately target progress to reach 100 percent passing.

Additional Understandings of LEA: In order to remain eligible for *Reading First* funding, LEAs/schools must acquire Adequate Yearly Progress (AYP) by the end of 2003 – 2004.

By certification of signature(s) of the designated individual(s), it is agreed that in the event the above assurances are not met, *Reading First* funding as awarded may be reduced or discontinued.

Signatures

Superintendent (printed name) _____

Signature _____ Date _____

1. School _____ Date _____

   Principal _____ Signature _____

2. School _____ Date _____

   Principal _____ Signature _____

3. School _____ Date _____

   Principal _____ Signature _____

4. School _____ Date _____

   Principal _____ Signature _____

5. School _____ Date _____

   Principal _____ Signature _____

6. School _____ Date _____

   Principal _____ Signature _____

7. School _____ Date _____

   Principal _____ Signature _____

8. School _____ Date _____

   Principal _____ Signature _____

9. School _____ Date _____

   Principal _____ Signature _____

10. School _____ Date _____

    Principal _____ Signature _____

SEA _____ Date _____

E. Process for Awarding Subgrants

A timeline for *Reading First* in Virginia may be found on pages 115 through 122, which outlines features of the subgrant award process. Eligible LEAs will be notified of subgrant eligibility in November 2002 via a Superintendent's Memorandum to eligible Superintendents. The following details for subgrant awards will be included in the memorandum:

- purpose of the grant;
- amount of funds available to Virginia and the approximate number of awards that will be made;
- list of LEAs/eligible schools;
- approximate number of awards;
- eligibility criteria for LEAs and schools;
- timeline for technical assistance, submission of grant, and notification of awards.

Technical assistance workshops for the *Reading First* subgrants will be conducted statewide as well as on a regional basis. The statewide session will raise the level of awareness regarding *Reading First* subgrants to provide guidance to eligible LEAs regarding legislation and the application process, and will be held during several statewide institutes including the Virginia Association of Elementary School Principal (VAESP), the Federal Program Association (FEPA), the Governor's Conference on Education, and Reading Excellence Act institutes during 2002-2003. Regional institutes will follow using existing funds, and will be organized through the State Superintendent's Study Groups for the purpose of strengthening knowledge of administrators, including central office personnel and principals of eligible schools, on the findings of scientifically-based reading research, provide training on the mandatory components of *Reading First* in Virginia, and refine knowledge of management practices required to support an effective reading program in their divisions and schools. The roles of the Regional Reading Specialists and the reading coaches will be outlined, and administrators will learn how to best support and work toward a collaborative relationship in their *Reading First* roles. A review of the number of eligible LEAs/schools and their locations suggest approximately four regional workshops will satisfy the *Reading First* training needs.

Upon submission of applications from eligible LEAs, a two-tier review process will follow. First, an expert review panel in the reading field will provide assistance to the Virginia Department of Education to review applications for subgrant awards. The Virginia *Reading First* Management Team discussed in detail in section II. State Leadership and Management, pages 103 through 106, will identify the reviewers. All reviewers must meet the following qualifications:

- knowledgeable of SBRR, and well acquainted with purposes of *Reading First*,
- have published scientifically-based research articles and/or contributed to recognized summaries of scientific reading research (University of Virginia collaborative partner),

- have completed an advanced degree in reading under the supervision of one of the persons serving on the Virginia Reading and Literacy Partnership,
- be affiliated with one of the state agencies, universities or community organizations represented by the Virginia Reading Leadership Team, and/or
- have experience implementing and training others to implement SBRR.

In addition, reviewers will be provided technical assistance training for methods and procedures for reviewing and scoring the applications. Inclusive of the training will be an overview of the requirements for *Reading First* based on the rubric. Secondly, the Virginia Reading Leadership Team in conjunction with the Virginia *Reading First* Management Team will make final decisions for awards based on the total scores, merit and quality, and inclusion of all required information.

Each application will be read and evaluated by at least two different reviewers using a rubric as a rating instrument in the review process. A draft rubric is provided on pages 93 through 99. The rubric requires the LEA to demonstrate coherence to each outlined part, and will be evaluated and scored separately. Each part will receive a rating in the Meets Standard or Exemplary Plan categories in order for the applicant to receive a subgrant award, and the ratings awarded for all questions will be used to further distinguish strengths and/or weaknesses of the applications. In addition to the ratings of Meets Standard or Exemplary Plan, each reviewer will have an opportunity to list the strengths and weaknesses of the responses in narrative form. In addition to the review criteria, other factors for funding considerations, such as geographical distribution, duplication of services, duplication of funding, and/or satisfactory performance on previous projects will be applied.

Any LEA that does not receive *Reading First* funding approval upon initial submission, will have an opportunity to address issues and recommendations from the expert reviewers, and resubmit a revised application. The same review process would take place, and funding would be available following approval. The number of subgrants to be funded initially will be based upon consensus on the recommendations for funding to LEAs. Preliminary estimations indicate that most grants will be approximately $200,000 per school, depending on some or all of the following factors:

- the size of the schools selected,
- currently a Reading Excellence Act school(s),
- whether or not the selected school(s) already has an approved comprehensive reading program in place, and the
- guarantee that no LEA will receive an award that is less than the percentage the LEA received of the total Title I, Part A for the preceding fiscal year.

Depending on the number of subgrants awarded following the first competition, a second competition may be required. If so, it would be announced in August or September of 2004 and would follow the same procedures. After the first year of implementation, 2003-2004, it is anticipated that Cohort A schools will have instructional materials in

place. This will reduce the amount of *Reading First* funds needed in Cohort A schools. This materials money can then be used to fund another smaller subgrant competition to select Cohort B schools. Subgrant competition will follow similar procedures and timeline, and will continue to add new schools as funds are made available, either through an increase in the state *Reading First* allocation or through the materials funds no longer needed after the first year of implementation. All subsequent subgrant awards, however, must comply with the minimum subgrant requirements.

NOTE: Once the federal criteria for eligibility are met, Virginia will base eligibility criteria on the Virginia third grade English Standards of Learning scores. Final data for those scores will not be available until mid-October 2002, therefore, the list of eligible LEAs/schools found on pages 57 through 64 (reflects 2000 – 2001 scores) will change slightly as the accreditation status of those schools and the 2001 – 2002 scores are updated.

Rubric For Evaluating LEA Applications

Responses to each question will be evaluated by indicating whether the response Does Not Meet Standard, Meets Standard, or describes an Exemplary Plan. Each question will be rated separately, and strengths and weaknesses will be noted in narrative form at the bottom of each response.

EACH QUESTION MUST RECEIVE A RATING WITHIN THE MEETS STANDARD OR EXEMPLARY PLAN CATEGORY IN ORDER TO BE ELIGIBLE TO RECEIVE A READING FIRST SUBGRANT AWARD.

1. SCHOOLS TO BE SERVED

How will the LEA determine which eligible schools will apply for a *Reading First* subgrant award?
(Describe the criteria used in selecting the schools applying, and list specific reasons for excluding the eligible schools not applying.)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

2. INSTRUCTIONAL ASSESSMENTS

How will the LEA ensure that all *Reading First* schools will select and implement valid and reliable instructional assessments (screening, diagnostic, progress monitoring) that guide instruction?
(Identify assessment instruments (PALS and Word Use Fluency from DIBELS 6th edition will be used as the screening instruments, and the Stanford 9 Achievement Series will be used for the outcome assessment), document validity and reliability, describe alignment to instructional program, and describe how instructional decisions will be made after analyzing the assessment data.)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

3. INSTRUCTIONAL STRATEGIES

How will the LEA ensure that all *Reading First* schools will implement instructional strategies and select programs based on scientifically-based reading research that incorporates phonemic awareness, phonics, fluency, vocabulary, and comprehension skills?
(Identify the comprehensive reading program that will be used in all *Reading First* schools in the district, justify your selection, and discuss the alignment of the scientifically-based reading program selected with the Virginia English Standards of Learning.)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

4. INSTRUCTIONAL MATERIALS

How will the LEA ensure that all *Reading First* schools incorporate instructional materials that are aligned with the comprehensive program and support reading instruction that is consistent with scientifically-based research?
(Identify the instructional supplemental and intervention materials, explain how they will be used and for what purpose, describe how they will align to the comprehensive reading program, and how they will be incorporated into the classroom.)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

5. INSTRUCTIONAL LEADERSHIP

How will the LEA ensure that all *Reading First* schools have strong knowledgeable instructional leadership?
(Describe the leadership being provided by the division and in each school; describe the qualifications, as well as their responsibilities; and address training of principals and instructional leaders in the essential components of reading, scientifically-based reading instruction, implementation of instructional programs, and data analyses.)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

6. DISTRICT- AND SCHOOL–BASED PROFESSIONAL DEVELOPMENT

How will the LEA ensure that all *Reading First* schools are provided with district-based and specific professional development training that is needed by the K-3 teachers and K-12 special education teachers?
(Describes the district professional development activities planned for K-3 teachers and K-12 special education teachers including: how to use assessment instruments and how to analyze the data to make instructional decisions; training on the essential components of reading instruction and the implementation of scientifically-based reading programs; the plans that will ensure classroom implementation of what has been learned during professional development activities; how the district professional development activities will be coordinated with the state training.)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

7. DISTRICT-BASED TECHNICAL ASSISTANCE

How will the LEA ensure that all *Reading First* schools are provided with district-based technical assistance?
(Describe the technical assistance activities the LEA will provide such as assisting schools in data collection, budgeting issues, identifying professional development needs, and coordination of SEA technical assistance.)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

8. EVALUATION STRATEGIES

How will the LEA ensure that all *Reading First* schools utilize evaluation data to improve reading instruction?
(Describe how data will be analyzed to make instructional decisions, how the data will be disaggregated at the district and school level, how the LEA will use the evaluation information to make decisions about the continuation of funding of the *Reading First* schools in the district.)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

9. ACCESS TO PRINT MATERIALS

How will the LEA ensure that all *Reading First* schools provide students access to engaging reading material?
(Describe the plan for assisting schools in obtaining a wealth of fiction and nonfiction reading material.)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

10. ADDITIONAL CRITERIA

Does the LEA provide a completed budget, budget narrative, and detail all additional uses of *Reading First* funding?
(Are all uses of funds based on SBRR and coordinated with the overall *Reading First* program? Describe any additional activities based on SBRR and will strengthen the LEA proposal.)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

11. COMPETITIVE PRIORITIES

Does the LEA demonstrate progress in the current REA schools for continued funding? and/or Does the LEA leverage existing resources with *Reading First* funds while demonstrating an increase in the number of students reading at on grade level? (What evidence is provided for either or both of the above? Is the evidence based on SBRR reading programs/materials?)

Does Not Meet Standard	Meets Standard	Exemplary Plan

Strengths:

Weaknesses:

Reviewers Individual Score Sheet

Each question MUST receive a score within the MEETS STANDARD OR EXEMPLARY PLAN category in order to receive a *Reading First* award

Category	Does Not Meet Standard	Meets Standard	Exemplary Plan	Comments
I. Selection of Schools				
II. Instructional Assessments				
III. Instructional Strategies				
IV. Instructional Materials				
V. Instructional Leadership				
VI. District and School-Based Professional Development				
VII. District-based Technical Assistance				
VIII. Evaluation Strategies				
IX. Access to Print Materials				
X. Additional Criteria				
XI. Competitive Priorities				

F. Virginia Reading First Professional Development Plan

Teacher Reading Academies

The University of Virginia, Curry School of Education under the leadership of Dr. Mary Abouzeid, Director of the TEMPO Reading Outreach Program will use the materials developed by the University of Texas, Center for Reading and Language Arts; *Teacher Reading Academies, Professional Development for Research-Based Beginning Reading Instruction* to develop a five-day *Virginia Teacher Reading Academy* for teachers of kindergarten through third grade. These academies will be made available to all administrators, teachers of kindergarten through second grade and later, third grade teachers, Title I teachers, and K-12 special education teachers in Virginia, but will be mandatory for all *Reading First* schools. Attendance will be monitored by the Virginia *Reading First* Management Team to ensure all K-3 teachers are trained uniformly. Stipends and recertification points will be provided as a form of compensation for attendance to the academies.

Preliminary plans call for the University of Virginia to develop the kindergarten and first grade academies during the spring of 2002, and offer these two academies during the summer of 2003. All kindergarten, first grade, Title I Reading, and special education teachers would be invited to register for the academies, however, priority registration would be given to teachers and administrators in *Reading First* schools. Of the approximately 8,000 kindergarten and first grade teachers in Virginia, it is anticipated that 1,000 teachers will be trained during the first summer.

The second-grade Reading Academies would be developed during the fall and spring of 2003, and offered along with the follow-up kindergarten and first-grade academies for transferring and new kindergarten and first grade teachers during the summer of 2004. Beginning with the summer of 2005, the academies and follow-up training would be offered during the summers for each grade level for the duration of Virginia's *Reading First* grant.

Instructors for the academies will be UVA faculty and graduate students, adjunct faculty of the University, as well as other trainers identified during previous Reading Academies, which will give the SEA much more control over the delivery model of the academies, and forgo the insurmountable task of a train the trainer model. Starting in the fall of 2003 and continuing for the duration of the grant, the University of Virginia's TEMPO Reading Outreach Program, using the School of Continuing and Professional Studies' seven centers across the state and their VTEL broadcasting capability, will offer these follow-up academy sessions, classes and conferences during the academic year, as follow-up to summer Reading Academies.

Teacher and administrator attendance at Reading Academies will be required of LEAs and schools receiving *Reading First* grants, and each *Reading First* school budget must set aside a minimum $1,000 annually per teacher for professional development.

The improvement of early reading instruction is highly dependent upon strong leadership. In the National Research Council's *Preventing Reading Difficulties in Young Children,* findings indicated weak reading programs often reflected the leadership of principals who were uninformed or uninvolved. Therefore, the department also plans to use the *Reading First* SEA professional

development funds to provide on-going reading-related training for principals. The Alabama training module for principals will be used as a basis for developing this training.

Each academy is a series of ten professional development sessions built on scientifically-based components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The sessions are designed to highlight the following topics:

- ✓ Phonemic Awareness
- ✓ Phonics and Word Study
- ✓ Spelling and Writing
- ✓ Fluency
- ✓ Vocabulary and Text Comprehension
- ✓ Assessment and Grouping
- ✓ Maximizing Student Learning
- ✓ Effective Reading Intervention
- ✓ Evaluating Materials
- ✓ Putting It All Together

During the summers of 2004 and 2005, faculty members from Virginia's thirty-six teacher preparation programs will be invited to attend Teacher Reading Academies, specifically designed for college faculty. The purpose of the academies will be to provide materials for college faculty to include in the courses they teach in order to improve pre-service training to teachers enrolled in their programs. Current Virginia licensure regulations require a college degree in a specific content area in order to teach in the commonwealth, and informal surveys from elementary principals in Virginia indicate the majority of kindergarten through second grade teachers, who are recent college graduates, entered the field of teaching with a major in something other than education.

Additionally, due to the variety of programs offered across Virginia colleges and universities, even those institutions of higher education offering a degree in early childhood or elementary education do not necessarily offer comprehensive training in research-based methods for teaching reading. The same can be said of pre-service education courses required for licensure.

For this reason, the revised Virginia teacher licensure regulations became effective in 2000 and address this need for new teachers in the field. Virginia's teacher certification requirements were revised in the summer of 1998 and include provisions for the teaching of reading. Early/primary (preK-3) and elementary education (preK-6) licensure requires six hours in written language acquisition and reading. Skills in this area are designed to impact a thorough understanding of the complex nature of written language acquisition and reading to include: phonological awareness, phonemic awareness and the connection of speech to print, and explicit knowledge of how context, syntax, and semantics interact in vocabulary development. Additional skills include proficiency in a wide variety of comprehension strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

Implementation of Virginia's *Reading First* Initiative

In order to effectively implement the *Reading First* initiatives, a Center for Reading in Virginia will be funded through *Reading First* and housed at the University of Virginia. This Center will in effect

become the delivery arm of the Reading Academies, the follow-up training, and the host for research that will be done to document the effects of professional development on research-based reading instruction and school change.

It is envisioned that the new Center will house the current PALS assessment project funded by the Virginia EIRI legislation, as well as the professional development office of *Reading First*. Hence, the Center will combine the assessment and instructional plans for Virginia through the auspices of the University of Virginia. The Center will operate under the direction of McGuffey/TEMPO Reading Outreach, a 25-year old state outreach program with a well-established track record of providing research-based reading instruction to teachers in the state. The new Center will employ personnel to adapt the Texas materials to fit Virginia's *Reading First* plan, and up to three researchers and support staff, responsible for the follow-up needed for research reports.

For the purpose of assessment and reporting, language that guarantees LEA reporting will be sited in the LEA application itself. The difficulty of accurate reporting and feedback from widely different LEAs is recognized, however, building the language into the application will assure (a) similar assessments and (b) timely reporting. The Center for Reading in Virginia will be responsible for collecting and disseminating this information each year. In the state of Virginia, this reporting will be tied to PALS assessments and other assessments used for *Reading First*. For research-based reading instruction and the call from the National Reading Panel for research on the effects of professional development that includes student growth alongside teacher growth, this type of research is vital and will become an integral part of Virginia's contribution to the national effort.

G. Integration of Proposed Reading First Activities with REA Activities

Virginia received a Reading Excellence Act (REA) grant of $15 million within the second cohort group, and is in its third and final year. Awarded in 2000, and implemented within 34 school divisions and 65 schools in 2001, Virginia has completed one full year of implementation and is awaiting English Standards of Learning scores for grade three for 2001 – 2002, and compilation of data for the PALS scores through our collaborative partner at the University of Virginia, who is administering the statewide evaluation of REA schools.

A compilation of data collected, surveys and verbal conversations from the LEAs and individual schools during site visits throughout the year, coupled with statewide lessons learned from the SEA indicate that REA has definitely assisted in paving the way for developing the framework for *Reading First*. The purposes, requirements and components of both of the federal initiatives certainly mirror one another in many aspects, however, *Reading First* is much more prescriptive and specific in nature.

LEA personnel implementing REA grants identified benefits, as well as challenges.

Some of the positives include:

- LEAs/individual schools had a very positive outlook upon receiving the grant,
- expansion of existing comprehensive programs,
- dedicated REA personnel to serve as mentors and coaches in implementing scientifically-based reading research, and
- many needed instructional books and materials.

Some of the challenges include:

- teacher and staff turnover during grant period, and
- delays in implementation due to budget issues, professional development training scheduling, and lack of leadership.

SEA lessons learned from implementation of REA, which pave the way for developing *Reading First* strategies include:

- extremely high student mobility rates, ranging from 12 to 47 percent at implementation,
- lack of uniformity among schools in assessment, instructional materials, and core reading programs,
- lack of uniformity of professional development offered by various university or college partnerships, and
- emphasis placed on library partnerships, family literacy and parental involvement rather than classroom instruction.

Hence, decisions to seek and obtain *Reading First* funds hinge upon the above challenges and benefits in order to develop a more comprehensive initiative focusing on classroom instruction and prescriptive literacy plans for individual schools under an LEA umbrella plan.

Preliminary REA data from the 34 divisions/65 schools indicate student reading achievement based on the Virginia Standards of Learning tests after the first year of implementation range from -12 to +15 percent. Final SOL data and accreditation status of each school will be available in early October 2002, and the eligibility of those schools for *Reading First* funding will be determined. Therefore, schools funded through REA that continue to meet the eligibility criteria AND show gains will be among the first schools to be integrated with *Reading First* funds. Since the legislation and purposes of *Reading First* directly align to REA, these schools already have the vision and strategic schoolwide literacy plan for having all children reading fluently on grade level by the end of grade three.

Any LEA applying for a *Reading First* subgrant that has an REA or CSR grant, will be required as part of the application, to submit the LEA's evaluation of their grant to date. In addition, a narrative explanation of what SBRR practices/programs started with the REA or CSR funding will be continued or discontinued with *Reading First* funding. If a school with a REA or CSR grant is not able to show improved student reading achievement, or is not using a SBRR reading program since receiving the grant, the LEA would not receive a *Reading First* subgrant for that school as a continued effort, and funding will be significantly reduced or even discontinued.

II. *VIRGINIA READING FIRST LEADERSHIP AND MANAGEMENT*

The overall management plan for Virginia's *Reading First* plan is designed TO MAKE EVERY MINUTE COUNT, and ensure the SEA employs a staff of sufficient expertise, size, and experience to implement such an initiative. However, Virginia is currently facing an additional reduction of the general fund budgets by 7%, 11% or 15%, after the 7% and 8% already made for 2003 and 2004, as well as hiring restrictions. However, the Virginia *Reading First* Management Team is committed to

hiring a full-time *Reading First* project specialist, eight reading specialists, a part-time grants manager, a full-time clerical position to support the grant specialist, and depending upon the number of subgrant applications submitted, and the actual number of subgrants awarded, an additional part-time clerical person. Virginia is committed to providing dedicated and frequent, expert guidance to divisions/schools receiving *Reading First* funding. Experience managing prior and current federal initiatives include the Eisenhower Program, the Comprehensive School Reform Project, Even Start, the Virginia Preschool Initiative, the Virginia Early Intervention in Reading Initiative, Standards of Learning Professional Development Initiatives, and Virginia's Reading Excellence Act Project.

A. Virginia Reading First Technical Assistance Plan

Technical assistance is critical to the success of the *Reading First* initiative, both for teachers and administrators learning to implement scientifically-based reading research. Virginia views the

- statewide and regional technical assistance sessions for application guidance,
- the Virginia *Reading First* Management Team,
- the teacher reading academies initiating research based reading instruction training, and
- the school level reading coaches

as the basic opportunities to initiate some of the training needed regarding implementation of *Reading First* in Virginia.

Statewide and Regional Application Preparation and Leadership Training

Technical assistance institutes for the *Reading First* subgrants will be conducted statewide as well as on a regional basis. The statewide session will raise the level of awareness regarding *Reading First* subgrants to provide guidance to eligible LEAs regarding legislation and the application process, and will be held during several statewide institutes including the Virginia Association of Elementary School Principal (VAESP), the Federal Program Association (FEPA), the Governor's Conference on Education, and Reading Excellence Act institutes during 2002-2003. Regional workshops will follow using existing funds, and will be organized through the State Superintendent's Study Groups for the purpose of strengthening knowledge of administrators, including central office personnel and principals of eligible schools, on the findings of scientifically-based reading research, provide training on the mandatory components of *Reading First* in Virginia, and refine knowledge of management practices required to adequately support an effective reading program in their divisions and schools. The roles of the statewide Reading Specialists and the reading coaches will be outlined, and administrators will receive specifically how to support and work toward a collaborative relationship in their *Reading First* roles. A review of the number of eligible LEAs/schools and their locations suggests approximately four regional workshops will satisfy the *Reading First* training needs.

Reading First Project Management Team and SEA Reading Specialists

The Department of Education's *Reading First* Management Team includes eight highly qualified reading specialists to be hired to provide leadership, technical assistance and support to LEAs and individual schools. These regional reading specialists will be home-based initially at the Virginia

Department of Education in Richmond, Virginia and later, assigned to the field in regional centers or large school divisions in locations where there is a high concentration of subgrant awardees having the most critical and specific needs. They will be primarily responsible for ensuring that the LEAs and the accompanying individual schools follow a strong literacy plan, and work collaboratively in the coordination of *Reading First* activities as aligned in the state's *Reading First* plan.

LEA Reading Coaches

In addition to the above assistance by the SEA, each *Reading First* school will be required to utilize a portion of the funding to hire a reading coach. The reading coaches, with a strong background knowledge of reading content, will provide direct support and assistance to schools for adhering to their proposed literacy plans to include:

- providing technical assistance to administrators in the establishment of a strong literacy plan (i.e., scheduling, time, focus on reading),
- providing technical assistance in the development/writing of a strong literacy plan based on classroom and teacher knowledge needs assessments/profiles,
- selecting, implementing and monitoring scientifically-based reading programs,
- ensuring use of data for grouping students and instructional decisions based on scientifically-based reading research,
- selecting screening, diagnostic, and classroom-based instructional assessments,
- providing daily support to K-3 teachers by demonstrating effective instructional reading strategies, facilitate study groups, assist in screening, diagnosing, and monitoring student progress and providing immediate intervention strategies,
- assisting in identification of professional development providers highly knowledgeable in scientifically-based reading research, and
- general monitoring of scientifically-based reading instruction, such as classroom environments, informal assessment, time and appropriate reading activities.

Expertise to oversee the implementation of the instructional reading program, and the coordination of materials will be vital roles for this individual. This person will also be responsible for evaluating the school's reading progress, analyzing achievement data and reporting progress of the school as a whole and in categories of students to determine AYP. In addition, coordination of assessment for all K-3 classrooms, and scheduling of meetings at each grade level to discuss data, and make instructional decisions as a result of the meetings will be crucial.

Qualifications for the reading coach include:

- a current master's degree in reading,
- at least five years teaching experience in the primary grades,
- knowledge and skills related to scientifically-based reading research and its implementation, and
- demonstrated success in improving student achievement.

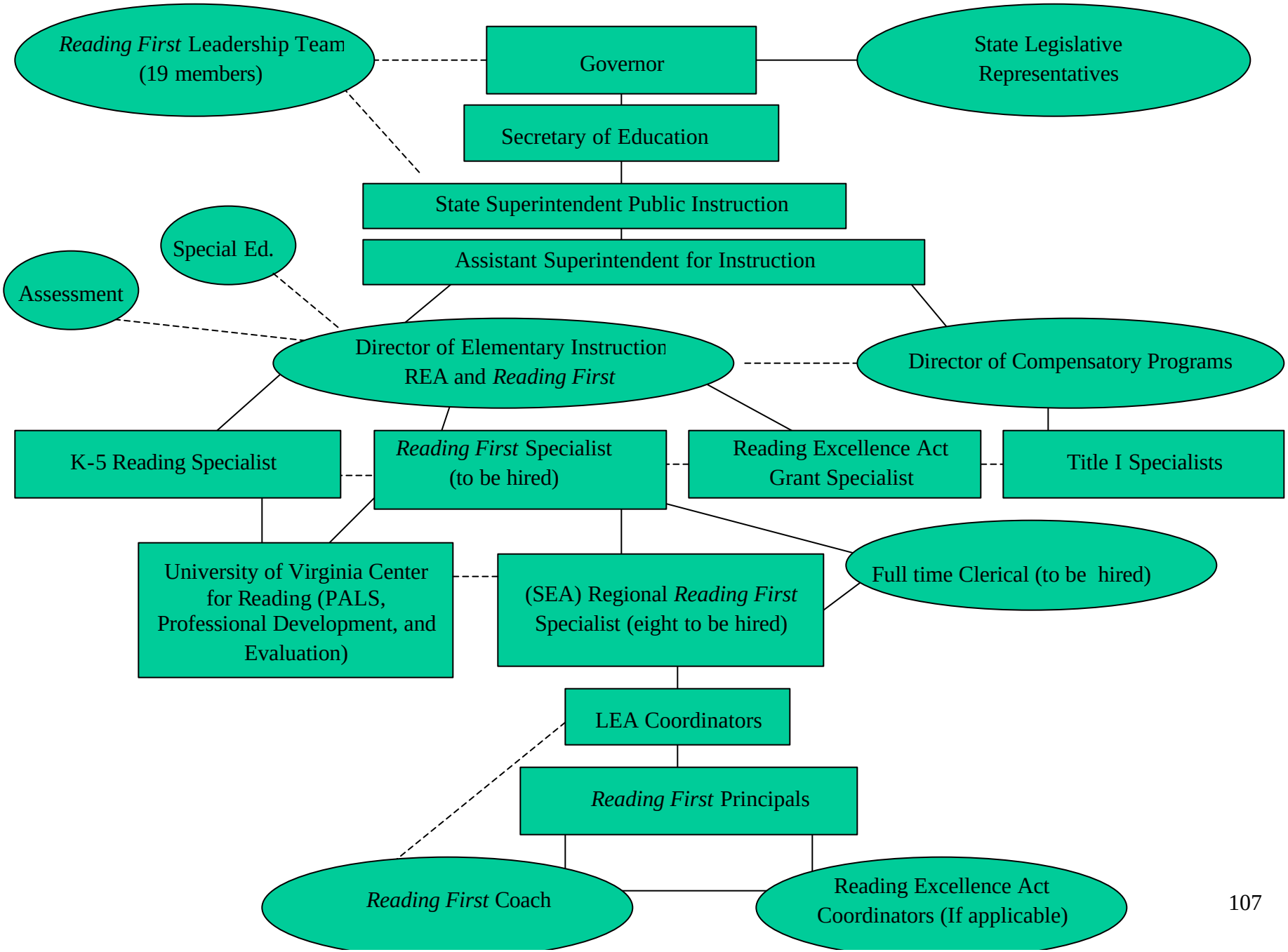
Performance reporting and monitoring

An end-of-the-year summary report in narrative format will be required of all LEAs awarded. The report will address:

- ✓ the attainment and maintenance of project goals and objectives;
- ✓ the project's impact on improving student scores on standardized tests and assessments;
- ✓ selection and administration of instructional reading assessments;
- ✓ selection and implementation of a scientifically-based comprehensive reading program;
- o selection and implementation of scientifically-based supplementary instructional materials,
- o professional development for teachers K-3 and for special education teachers K-12;
- o evaluation strategies, and
- o access to reading materials.

The Virginia *Reading First* Management Team will provide on-site monitoring to all funded projects and will require data to be collected as described in the evaluation process. In making continuation awards to LEAs, the Virginia *Reading First* Management Team will assess the progress each LEA has made in improving student reading performance and implementation of the program as described in its original proposal.

Virginia's *Reading First* Leadership and Management Plan



B. Building Statewide Infrastructure

Virginia is committed to building a strong statewide reading commitment to improving K-3 reading instruction and raising student achievement BY MAKING EVERY MINUTE COUNT. A conceptual flow chart of Virginia's *Reading First* may be found on page 107 to capture a visual image of Virginia's team. Several teams and tiers within those teams of expertise are apparent in the existing schema of department staff, as well as new personnel dedicated solely to the *Reading First* effort. The organization of the following teams will work collaboratively, and assume responsibility for Virginia's *Reading First* initiative: the Virginia Reading Leadership Team, the Virginia *Reading First* Management Team, and the Virginia Reading First Collaborative Team.

Role of the Virginia's Reading Leadership Team

The Reading Leadership Team is a collaborative effort between the Virginia Department of Education Reading First Management Team, the Virginia Reading and Literacy Partnership, and the University of Virginia. Other collaborating agencies include LEAs, schools, institutions of higher education, Chambers of Commerce, businesses and other county/city agencies such as Family Services, Social Services, and Health. Each of these entities plays a vital role in maintaining focus on the ultimate goal of *Reading First*, to ensure every child reading well and fluently by the end of third grade, also the goal of the Reading Excellence Act awarded to Virginia in 1999.

Virginia Reading and Literacy Partnership

The Reading Excellence Act Grant required in consultation with the state education agency, to establish a reading and literacy partnership consisting of several required participants, as well as, optional participants. In maintaining this partnership, Virginia will continue its goals and objectives, as they are compatible with other Virginia reading initiatives. Governor Mark R. Warner will continue this effort with the active members and/or those individuals who wished to continue to serve. Replacements for those members who were inactive previously or who were unable to continue to serve are noted. The Virginia Reading and Literacy Partnership will consist of the following members:

• Governor of the state	**The Honorable Mark R. Warner** Governor of Virginia
• Chief state school officer	**Dr. Jo Lynne DeMary** Superintendent of Public Instruction
• State legislative representatives	**The Honorable James H. Dillard, II** Chairman of the House Committee on Education
	The Honorable Warren E. Barry Chairman of the Senate Committee on Education and Health
	The Honorable Benjamin Lambert Member of the Senate Committee on Education and Health

• Eligible local educational agency	**Mrs. Pamela White** Director of Reading Roanoke City Public Schools
• Community-based organization working with children to improve reading skills	**Dr. Kathleen Heubach** Assistant Professor Virginia Commonwealth University America Reads in Richmond
• State director of federal/state reading programs	**Mr. George Irby** Director, Compensatory Programs Virginia Department of Education
• Parent	**Mrs. Nancy Beck** William Fox Elementary Richmond City Public Schools
• Teacher	**Ms. Catherine Pomrenke** Stonewall Jackson Elementary First Grade Teacher Bristol City Public Schools
• Instructional staff members	**Dr. Patricia I. Wright** Assistant Superintendent for Instruction Virginia Department of Education **Mrs. Linda Poorbaugh** Director, Elementary School Instructional Services Virginia Department of Education
• Family literacy provider	**Mrs. Vanessa Bridgers** Even Start Coordinator Norfolk City Public Schools
• Institution of higher education with a program of teacher preparation	**Dr. Jill Fox** Professor Early Childhood Education Virginia Commonwealth University
• Local educational agency	**Dr. Margaret Blackmon** Superintendent Prince Edward County Public Schools
• Adult education provider	**Dr. Mary Abouzeid** Tempo Director University of Virginia

- Volunteer organization — **Mr. Jeff Gallagher**, **Mr. Tom Veazey**, Youth Matters
- School or public library — **Mrs. Patricia Muller**, Library of Virginia

Mission of the Virginia Reading and Literacy Partnership

The mission of the Virginia Reading and Literacy Partnership is to create a seamless approach to reading and literacy in Virginia. It will build an understanding among educators, parents, community leaders and members about what is known from scientifically-based reading research concerning how children learn to read and the kinds of activities and experiences that help every child become a motivated, accomplished reader. The partnership will assist LEAs and individual schools participating in Virginia's *Reading First* Project to achieve the program's purposes.

Virginia *Reading First* Management Team

The Director of Elementary Instructional Services of Virginia's Reading First Management Team will oversee Virginia's *Reading First* initiative. A *Reading First* Specialist will be hired to provide day-to-day leadership to the initiative. Key responsibilities of this individual will be the management and coordination of Virginia's plan to include:

- supervision of Regional Reading Specialists,
- provide leadership as to federal, state and local requirements of the plan,
- plan and coordinate technical assistance and professional development with appropriate liaisons,
- serve as a liaison to other key SEA management team members on *Reading First* activities, and
- ensure all *Reading First* activities operate in a coherent and seamless fashion.

Eight highly qualified reading specialists will be hired full-time to provide leadership, technical assistance and support to LEAs and individual schools. These reading specialists will be home-based initially, at the Virginia Department of Education in Richmond, Virginia and later, assigned to the field in regional centers or large school divisions in locations where there is a high concentration of subgrant awardees having the most critical and specific areas of need. They will provide leadership for ensuring LEA Coordinators and the accompanying individual schools follow a comprehensive literacy plan, and work collaboratively in the coordination of *Reading First* activities as aligned in the state's *Reading First* plan.

Virginia is currently facing an additional reduction of the general fund budgets by 7%, 11% and 15%, after the 7% and 8% already made for 2003 and 2004, as well as a hiring freeze. However, the Virginia *Reading First* Management Team is committed to hiring a full-time *Reading First* project specialist, eight reading specialists, a part-time grant manager, a full-time clerical position to support the grant specialist, and depending upon the number of subgrant

applications submitted, and the actual number of subgrants awarded, an additional part-time clerical person..

Current Virginia Department of Education personnel include:

Linda Poorbaugh
Director
Office of Elementary School Instructional Services

Barbara Jones
Pre K – 3 Reading and Language Arts Specialist
Office of Elementary School Instructional Services

Gail Barnes
Reading Excellence Act Grant Specialist
Office of Elementary School Instructional Services

Lillian Shearin
Title I Specialist
Office of Compensatory Education

New personnel to be hired with **sole** responsibilities to the *Reading First* initiative:

Reading First Project Specialist (to be hired)

Eight Reading Specialists (to be hired)

Part-time Grant Manager (to be hired)

Clerical Support (to be hired)

Virginia *Reading First* Collaborative Team

Members of the faculty at the Curry School of Education at the University of Virginia will provide consultant services to the *Reading First* initiative to include professional development and evaluation activities.

Marsha Invernizzi, Ph.D.
Professor of Reading Education
Department of Curriculum and Instruction

Joanne Meier, Ph.D.
Assistant Professor
Curry Programs in Reading Education
Mary Abouzeid, Ph. D.
Director, TEMPO Reading Outreach Program
Department of Curriculum and Instruction

Tonya R. Moon, Ph.D.
Assistant Professor
Curry School of Education

Catherine Brighton, Ph.D.
Educational Psychology/Gifted Education
Curry School of Education

TEMPO Reading Outreach Program faculty

Graduate Research Assistants

Resumes of key staff

Linda Poorbaugh, director of elementary instructional services, has provided leadership for the implementation of Virginia's Early Intervention Reading Initiative, for the partnership with the University of Virginia, for the development of the screening instrument PALS, and the PALS Web site. Mrs. Poorbaugh serves as Director of Virginia's Reading Excellence Act grant. She has been with the Virginia Department of Education for five years and throughout her career has experience as an elementary teacher, Chapter I teacher, reading specialist, elementary and middle school assistant principal, elementary principal, staff development specialist, trainer, adjunct faculty member, independent consultant, and business owner. She will serve as director of the Virginia *Reading First* project.

Barbara Jones, specialist for reading and language arts (pre K–3), joined the Virginia Department of Education in October 2000. Among her responsibilities are the day-to-day management of the Early Intervention Reading Initiative, and the design, implementation and management of the Wachovia Tutoring Partnership Grant program. Her educational experiences include twenty-one years as a reading specialist, adjunct faculty member, and school project director of eight educational grants.

Lillian Shearin, specialist Title I, has been with the Virginia Department of Education for 10 years, and provides leadership for Title I Basic Programs, and both state and local programs for the neglected and delinquent. She is an experienced educator whose career has spanned the field of services available for children. In addition, her experience in planning and managing yearly state conferences has been an asset to the department. A former high school English teacher, she has also worked as a community services coordinator for the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse and while at the Virginia Department of Correctional Education, served as a teacher, educational evaluator, director of special education, assistant superintendent for the Juvenile and Adult Correctional Schools, and co-author of the current Title I Consolidated Plan (in draft).

Gail Barnes, Reading Excellence Act (REA) grant specialist, joined the Virginia Department of Education in April 2001. Her primary responsibilities include the day-to-day management of the REA grant, and providing technical assistance and support to REA recipients. Her experience

includes elementary teacher in kindergarten and grade one, early childhood educator and coordinator in a family literacy program, grants coordinator, assistant and interim elementary principal, and facilitator of the Integrated System of Support for Virginia's EVEN START Family Literacy Programs.

Marsha Invernizzi is a professor of reading education in the Department of Curriculum and Instruction at the Curry School of Education at the University of Virginia. She is also clinical director of the McGuffey Reading Center. In addition to being co-author of *Words Their Way*, and the successful community-based tutorial program, *Book Buddies*, Dr. Invernizzi is one of the authors of *PALS K* and the author of *PALS 1 – 3*.

Joanne Meier is an assistant professor on the faculty of the Curry School of Education at the University of Virginia. She holds a doctorate from the University of Virginia, and teaches in the area of Reading Education. In addition, she is the Co-Director of the Phonological Awareness Literacy Screening (PALS) grant project in Virginia. In this capacity, Dr. Meier has helped develop and disseminate an early literacy-screening tool for the kindergarten through third-grade teachers in Virginia. Her research on early literacy and the schoolwide implementation of effective teaching strategies has led her to work closely with many school divisions around the state of Virginia. Before pursuing her Ph.D., she taught elementary school in Fairfax County, Virginia.

Mary Abouzeid is an assistant professor in the Department of Curriculum and Instruction, and Special Education at the Curry School of Education at the University of Virginia, and the director for the TEMPO reading outreach program. She has been instrumental in developing new courses for educators off-campus and in bringing nationally known scholars to the University for the George Graham Lectures in Reading. She has published articles and made national, state and local presentations on such topics as word study, invented spelling, and reading disorders. Through TEMPO, she has formed collaborative partnerships with school divisions in the state of Virginia to assist teachers in changing their classrooms to ensure literacy for all students. She will serve as the professional development director of the Virginia *Reading First* project.

Tonya Moon is an assistant professor in the Curry School of Education at the University of Virginia, and a principal investigator for the National Research Center on the Gifted and Talented. Her specialization is in the areas of educational measurement, research, and evaluation. Her responsibilities include teaching graduate level courses in the areas of assessment and measurement, coordinating and overseeing the quantitative aspects of three national level projects involving state testing issues, Advanced Placement and International Baccalaureate programs, and early childhood education. In addition to these responsibilities, she oversees and provides guidance to graduate level students working on these projects. She works with state departments across the country on technical issues associated with educational assessments designed for accountability purposes as well as a consultant with school districts and schools across the country on using better assessment techniques for improving instruction and student learning. She has published numerous articles, book chapters, and research monographs dealing with the areas of student achievement, generalizability of performance scores, technical

issues associated with performance assessments, evaluation, and gifted education. She will serve as evaluation director and principal investigator for the Virginia *Reading First* project.

Catherine Brighton is an assistant professor at the University of Virginia in the Department of Leadership, Foundations, and Policy Studies and a Co-Principal Investigator at the National Research Center on the Gifted and Talented. Her responsibilities include overseeing and coordinating the qualitative aspects of three national level studies: a five year study, which seeks to examine factors that support and inhibit teachers' change behaviors as they adopt differentiation instruction and assessments in heterogeneous middle school classrooms, the effects of state testing on teachers, students, and classroom practices, and an investigation into the alignment of Advanced Placement and International Baccalaureate programs for gifted learners' needs. In addition, she serves as an evaluation consultant to school districts around the country.

C. Virginia Reading First Management Plan

Responsibility for program leadership at the Virginia Department of Education is a collaborative effort between the Office of Elementary School Instructional Services (Reading and Early Childhood), as the lead, the Office of Compensatory Programs (Title I), Office of Special Education and Student Services, the Office of Assessment and Reporting, and the Virginia Reading and Literacy Partnership.

Finally, the Virginia *Reading First* Management Team will provide on-site monitoring to all funded projects and will require data to be collected as described in the evaluation. In making continuation awards to LEAs, the Virginia *Reading First* teams will assess the progress each LEA has made in improving student reading performance and implementation of the program as described in its original proposal.

Timeline for Virginia Reads: Every Minute Counts

The timeline for Virginia's *Reading First* program includes three goals and five overlapping and ongoing phases: 1) planning, 2) technical assistance and professional development, 3) application process, 4) implementation, and 5) monitoring. This timeline illustrates the goals, and major activities and projects with accompanying benchmarks planned by the Virginia Department of Education (VDOE) for the six years of *Virginia Reads: Every Minute Counts.*

GOALS for VIRGINIA READS: EVERY MINUTE COUNTS

1. To improve the reading achievement of all students in kindergarten through grade three, particularly students in high poverty, low achieving schools, to ensure that all children can read at grade level or above by the end of third grade.
2. To train all K-3 teachers, all K-12 special education teachers, all elementary central office and building level administrators, and representatives of Virginia's 35 teacher training programs in how to apply scientifically-based reading research, and the proven instructional and assessment tools consistent with this research in the classroom.
3. To establish reliable, valid, assessment programs (screening, diagnostic, and classroom based instructional assessments to inform instruction and intervention) and research based comprehensive reading programs in sixty to seventy-five high poverty, low achieving elementary schools.

ACTIVITY	DATE	BENCHMARK
Plan, write, and revise Virginia's *Reading First* proposal Goals 1, 2,and 3	May 2002 - November 2002	Virginia Department of Education's *Reading First* Proposal funded
Develop Virginia's *Reading First* Web site and update as necessary Goals 1, 2, and 3	July 2002 - ongoing	Web site activated in July http://www.pen.k12.va.us/VDOE/Instruction/Reading/readingfirst.html
Disseminate general information on *Reading First* to all LEAs Goal 1	July – December 2002	VDOE *Reading First* management personnel presented information on Virginia's *Reading First* application at the Governor's Conference on Education (7/23/02), Virginia State Reading Association Board Meeting (9/14/02), Virginia Federal Program Administrators Conference (10/16-10/17/02), Virginia Association of

		Elementary Principals Conference (11/7 –11/8/02), and Virginia Association of Supervisions and Curriculum Development Conference (12-5– 12/6/02)
Develop a *Reading First* Guidance Document for Virginia educators on SBRR Goals 1, 2, and 3	August 2002 – December 2002	Publish and distribute via Virginia's *Reading First* Web site for all LEAs. Send hard copy to all LEAs eligible to apply for *Reading First* subgrants
Train all Department of Education Staff involved in *Reading First*: elementary instruction, special education, compensatory, assessment, and accreditation staff Goals 1, 2, and 3	September 2002 – December 2003	VDOE *Reading First* management team holds a series of half day workshops (9/25/02, 10/7/02, 11/6/02, 11/18/02, 12/9/02, and 12/13/02) for all VDOE staff who will be affiliated with *Reading First* schools on the requirement of *Reading First*, the application process, and implementation of grant
Revise list of eligible LEAs and schools based on 2002 SOL assessment data Goal 1	October - December 2002	List of eligible LEAs posted on Web site and Superintendents notified by letter
Finalize contract with the University of Virginia for professional development center and evaluation of *Reading First* project Goal 2	November – 2002 January 2003	Contract signed and UVA establishes Reading Center for professional development activities Contract signed for evaluation of *Reading First* project
Convene expert committees to identify which models on the Board's list meet the criteria for SBRR, and identify programs as comprehensive, supplemental or intervention Goal 3	December 2002 – January 2003	Virginia Board of Education approves modification to their list at January meeting

VDOE and UVA plan and present, Reading Leadership Academy modeled after the Secretary's Reading Leadership Conference for LEA administrators Goal 2	December 2002 – February 2003	Reading Leadership team will hold two one-day institutes for LEA central office administrators, principals and/or other key personnel who will be responsible for administering *Reading First*
Hire *Reading First* specialist, three of eight *Reading First* reading specialists and clerical position Goals 1, 2, and 3	December 2002 – January 2003	VDOE Director of Elementary Instruction will hire *Reading First* specialist to oversee the day-to-day operation of Virginia's *Reading First* program, 3 reading specialists and a secretary
Construct training modules for the *Reading First* Teacher Academies Goal 2	January 2003 – April 2003 January 2004-April 2004	Center for Reading at UVA will modify the Texas teacher training modules for *Reading First* Teacher Reading Academies for kindergarten and first grade by April 1, 2003 Center for Reading at UVA will modify the Texas teacher training modules for *Reading First* Teacher Reading Academies for second and third grades by April 1, 2004
Disseminate *Reading First* RFP to eligible LEAs Goal 1	January -February 2003	VDOE releases *Reading First* RFP to eligible schools via *Reading First* Web site and letter to Superintendent of each eligible LEA
Provide pre-application technical assistance to eligible LEAs Goals 1 and 3	January – April 2003	VDOE *Reading First* management team will conduct three to five regional preapplication workshops and/or teleconferences by March 15 VDOE *Reading First* management team will continue to post regular updates to *Reading First* Web site and send email updates to eligible LEAs

Select and train expert application review panel members Goals 1 and 3	March – April 2003	By April 1,VDOE *Reading First* management team will select review panel members to include university professors, LEA representatives, professional organizations representatives, and retired educators who are knowledgeable about SBRR (additional criteria listed on pages 76-77) By April 30, VDOE *Reading First* management team will provide one-day of training for all reviewers on procedures for reviewing and scoring the applications
Hire five *Reading First* reading specialists Goals 1, 2, and 3	April 2002	VDOE Director of Elementary Instruction and *Reading First* specialist will hire five reading specialists
LEAs submit *Reading First* grant applications Goals 1 and 3	April 15, 2002	Eligible LEAs will submit applications for eligible schools, agree to all *Reading First* requirements, and be considered for *Reading First* funding with implementation of a core comprehensive reading program by Fall 2003
Review LEA grant applications Goals 1 and 3	May 1–15, 2003	All applications reviewed by at least two reviewers. If reviewers cannot come to consensus on an application, it will be reviewed by a third reviewer
Train VDOE *Reading First* Management Team Goals 2 and 3	May 2003	Reading Center and PALS office at UVA provides two days of training for VDOE *Reading First* management team to include overview of kindergarten and first grade reading academies, principles of screening and diagnostic assessment (PALS and Word Use Fluency [WUF] from DIBELS 6th ed.), and planning instruction on the basis of those assessments

Notify LEAs of *Reading First* awards, and provide technical assistance to LEAs not successful in first application Goals 1 and 3	Before June 1, 2003	VDOE *Reading First* management team will notify all LEAs that submitted applications of status of the applications by phone and letter to the superintendent If there are sufficient funds, all unsuccessful LEAs will be provided with technical assistance by VDOE reading specialists to help improve the applications and resubmit by June 30
Review resubmitted LEA applications Goals 1 and 3	July 1–July 15, 2003	Resubmitted applications reviewed by same review team
Notify LEAs of decision on resubmitted *Reading First* applications Goals 1 and 3	No later than July 30, 2003	VDOE *Reading First* management team will notify all LEAs that resubmitted application of the decision on the application by phone, and by letter to superintendent If there are sufficient funds remaining to support a second competition, all unsuccessful LEAs may reapply in the fall of 2003. VDOE will provide technical assistance to LEAs who apply
Train LEA Reading Coordinators and school level Reading Coaches (Teacher Reading Academies for the summer of 2003 are for kindergarten and first grade teachers. Must train all teachers in *Reading First* school on assessment instruments and using the assessment results to plan instruction before school begins in September.) Goal 2	June 2003	*Reading First* reading specialists provide two days of training on principles of screening and diagnostic assessment (PALS and Word Use Fluency [WUF] from DIBELS 6th ed.) and planning instruction on the basis of those assessments
Provide ongoing and intensive training for Reading Coaches	Quarterly beginning June 2003 until	VDOE Reading Specialist will meet quarterly with Reading Coaches and

at *Reading First* schools Goal 2	June 2008	provide training based on observed needs and requests of coaches
Train the Reading Academy trainers Goal 2	June 2003 June 2004 June 2005 June 2006 June 2007 June 2008	Reading Center at UVA will train graduate and doctoral students, and the VDOE reading specialists who will deliver the training during summer Reading Academies
Conduct first series of Teacher Reading Academies Goal 2	July –August 2003	Reading Center at UVA will provide a series of five-day teacher reading academies for kindergarten and first grade teachers, reading specialist, Title I specialist, and principals
Train all teachers in principles of screening and diagnostic assessment (PALS and Word Use Fluency from DIBELS 6th ed.) and planning instruction on the basis of those assessments Goal 2	July -August 2003 July -August 2004 July -August 2005 July -August 2006 July -August 2007 July -August 2008	2003 – full day training as part of Teacher Reading Academies 2004 – full day training as part of Teacher Reading Academies 2005 – full day training as part of Teacher Reading Academies 2006 – full day training as part of Teacher Reading Academies 2007 – full day training as part of Teacher Reading Academies 2008 – full day training as part of Teacher Reading Academies
Update PALS Web site system for collecting progress monitoring and outcome data Goals 1 and 3	July – August 2003	PALS office at UVA will complete the system upgrade by August 15, 2003
Convene meeting of the Governor's Reading and	July – August 2003	Members of the Governor's Reading and Literacy Partnership will convene to

Literacy Partnership Goal 1	July – August 2004 July – August 2005 July – August 2006 July – August 2007 July – August 2008	discuss yearly activities, progress of *Reading First* schools in improving reading achievement, and evaluation of *Reading First* grant
Train *Reading First* teachers in specific diagnostic procedures selected by LEAs Goals 1 and 3	August 2003 August 2004 August 2005 August 2006 August 2007 August 2008	One-day training by VDOE reading specialist for all K-3 teachers in the administration and interpretation of common diagnostic procedures to be used within each LEA
Conduct Principal Reading Leadership Academies Goal 2	September 2003 and April 2004 September 2004 and April 2005 September 2005 and April 2006 September 2006 and April 2007 September 2007 and April 2008	Center for Reading at UVA and VDOE will hold one-day academies each year in the fall and one day in the spring. Content of academies will be determined from feedback from principals, VDOE management team, and UVA staff
Reading First Schools screening and outcome assessment data Goal 1	Fall–Spring 02-08 Spring 03-08 Spring 03-08	PALS and WUF from DIBELS 6th ed. Stanford 9 3rd grade SOL Reading
Disseminate *Reading First* RFP to eligible LEAs for second competition Goals 1 and 3	October – December 2003	If funding is available, VDOE will release *Reading First* RFP to eligible schools via *Reading First* Web site and letter to superintendent of each eligible LEA for second round of competition

Provide pre-application technical assistance to eligible LEAs Goals 1 and 3	October – December 2003	VDOE *Reading First* management team will conduct preapplication workshops for any LEA that requests assistance VDOE *Reading First* management team will continue to post regular updates to *Reading First* Web site and send email updates to eligible LEAs
LEAs submit *Reading First* grant applications for second round of competition Goals 1 and 3	January 15, 2004	Eligible LEAs will submit applications for eligible schools, agree to all *Reading First* requirements and be considered for *Reading First* funding with full implementation, which includes the implementation of a core comprehensive reading program by Fall 2004
Review LEA grant applications Goals 1 and 3	February 2004	All applications reviewed by at least two reviewers. If reviewers cannot come to consensus on an application, it will be reviewed by a third reviewer
Notify LEAs of *Reading First* awards Goals 1 and 3	No later than March 1, 2004	VDOE *Reading First* management team will notify all LEAs that submitted applications of the status of their application by phone and by letter to the superintendent
Distribute Teacher Reading Academy Training Materials to Virginia's 35 colleges and universities with teacher preparation programs Goal 2	September 2004 September 2005	Center for Reading at UVA will hold one-day workshops to provide an overview, and disseminate the Teacher Reading Academy training materials to colleges and university professors

BUDGET SUMMARY
VIRGINIA READS: EVERY MINUTE COUNTS
VIRGINIA'S READING FIRST PROGRAM
VIRGINIA DEPARTMENT OF EDUCATON

Budget Categories	Project Year 1 2002-2003	Project Year 2 2003-2004	Project Year 3 2004-2005	Project Year 4 2005-2006	Project Year 5 2006-2007	Project Year 6 2007- 2008	Totals 2002-2008
1. Personnel	524,938.	545,935.	684,585.	711,968.	740,447.	770,064.	**4,146,257.**
2. Fringe Benefits	167,159.	173,843.	127,861.	132,975.	138,294.	143,825.	**802,501.**
3. Travel	97,057.	93,407.	97,344.	101,237.	105,286.	109,497.	**596,964.**
4. Equipment	24,976.	10,000.	10,000.	10,000.	10,000.	0	**64,976.**
5. Supplies	18,000.	12,000.	10,000.	10,000.	10,000.	10,000.	**70,000.**
6. Contractual	2,524,059.	2,893,623.	2,730,021.	2,839,221.	2,952,789.	3,070,900.	**16,930,613.**
7. Construction	0	0	0	0	0	0	**0**
8. Other Subgrants to LEAs	*13,532,913*.	15,035,514.	*13,532,913.*	*13,532,913.*	*13,532,913.*	*13,532,913.*	**82,700,079.**
9. Total Direct Costs	16,889,102.	18,764,322.	17,192,724.	17,338,304.	17,489,729.	17,637,199.	**105,311,380.**
10. Indirect Costs	27,040.	30,071.	29,245.	30,414.	31,630.	32,895.	**181,295.**
11. Training Stipends	0	0	0	0	0	0	**0**
12. Total Costs	16,916,142.	18,794,393.	17,221,969.	17,368,718.	17,521,359.	17,670,094.	**105,492,675.**

Explanation of Budget Calculations

Virginia's Reading First budget is detailed for 2002 – 2003 (year one) and for 2003 – 2004 (year two) based on information in the Reading First Guidance and Application documents. Year one outlines specific amounts based on a projected allocation of $16,916,142., and year two is based on the increased projected allocation of $18,794,393., realizing the increase is simply a projection. For years three through six, a 4% increase was calculated from the original or year one budget.

Budget Breakdown

Year One, 2002–2003

DIRECT COSTS:		
Personnel	*Reading First* Project Specialist	52,000.
	Reading Specialist X 8 @ $50,000. (Full-time)	400,000.
	Reading First Grant Manager (Part-time)	30,000.
	Grade 6 Program Support Tech (clerical, Full-time)	29,978.
	Office Specialist II (clerical support) Part-time, paid hourly X $9. for 1440 hours cap (48 weeks X 30 hours)	12,960.
Total Personnel		**$524,938.**
Benefits	~ 34% FT, 7.65% PT (FICA only)	
	Reading First Project Specialist	17,680.
	Reading Specialist X 8 @ $17,000.	136,000.
	Reading First Grants Manager (Part-time)	2,295.
	Program Tech	10,193.
	Office Specialist II	991.
Total Benefits		**$167,159.**
Travel	To include travel for *Reading First* staff to divisions and individual schools on a routine basis; UVA evaluation and consultant teams for meetings with department staff; travel for materials/assessment and subgrant award review teams, academies travel, and other travel as deemed necessary.	
Total Travel		**$97,057.**

Equipment	Computer package X 5 @ $1,876.	9,380.
	Laptop computer X 3 @ $1,500.	4,500.
	Laser Jet Printers + cable X 2 @ $1,723	3,446.
	Office set-up X 3 @ $1,750	5,250.
	Digital camera, with case and attachments X 2 @ $800	1,600.
	Video camera, with case and attachments X 2 @ $400	800.
Total Equipment		**$24,976.**
Supplies	Start-up supplies	5,000.
	Office supplies	6,000.
	Project supplies	7,000.
Total Supplies		**$18,000.**
Contractual	University of Virginia, Professional Development Reading Leadership Academies Teacher Reading Academies	2,000,000.
	UVA, Evaluation	161,054.
	UVA, PALS development	200,000.
	Application Academies Clearing House for instructional materials/assessment Reading First proposal review Other VDOE Staff Development	163,005.
Total Contractual		*$2, 524,059.*
Other	Subgrant Awards to LEAs	13, 532,913.
Total Other		**$13,532,913.**
TOTAL DIRECT COSTS		**$16,889,102.**
Indirect Costs	8% of administrative costs ($338,000)	27,040.
TOTAL COSTS		**$16,916,142.**

Budget Breakdown
Virginia Reads: Every Minute Counts
Virginia's Reading First Program
Year Two, 2003 – 2004

DIRECT COSTS:		
Personnel	*Reading First* Project Specialist (Full-time)	54,080.
	Reading Specialist X 8 @ $52,000. (Full-time)	416,000.
	Reading First Grant Manager (Part-time)	31,200.
	Grade 6 Program Support Tech (clerical, Full-time)	31,177.
	Office Specialist II (clerical support) Part-time, paid hourly X $9.36 for 1440 hours cap (48 weeks X 30 hours)	13,478.
Total Personnel		**$545,935.**
Benefits	~ 34% FT, 7.65% PT (FICA only)	
	Reading First Project Specialist	18,387.
	Reading Specialist X 8 @ $17,680.	141,440.
	Reading First Grant Manager (Part-time)	2,386.
	Program Tech	10,600.
	Office Specialist II	1,030.
Total Benefits		**$173,843.**
Travel	To include travel for *Reading First* staff to divisions and individual schools on a routine basis; UVA evaluation and consultant teams for meetings with department staff; academies travel, and other travel as deemed necessary.	
Total Travel		**$93,407.**
Equipment		10,000.
Total Equipment		**$10,000.**

Supplies	Office supplies	6,000.
	Project supplies	6,000.
Total Supplies		**$12,000.**
Contractual	University of Virginia, Professional Development Reading Leadership Academies Teacher Reading Academies	2,080,000.
	UVA, Evaluation	155,643.
	UVA, PALS development	200,000.
	VDOE Technical Assistance	210,000.
	Other VDOE Staff Development	247,980.
Total Contractual		*$2,893,623.*
Other	Subgrant Awards to LEAs	15,035,514.
Total Other		**$15,035,514.**
TOTAL DIRECT COSTS		**$18,764,322.**
Indirect Costs		30,071.
TOTAL COSTS		**$18,794,393.**

III. STATE REPORTING AND EVALUATION

The evaluation component of the Virginia *Reading First* grant application funds is twofold in its intent to:

- document the extent to which LEAs are providing reading instruction based on scientifically-based research. In particular, to document that there is an emphasis on phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies;

- document the student reading achievement of LEAs receiving *Reading First* funds. In particular, evaluation data will be collected annually to document increases or decreases in the percentage of students reading at grade level or above. Such data, where applicable, will be broken down by grade level, poverty level indicator, racial/ethnic status, gender, special education status, limited English proficiency status (LEP), reading disability, urban city (rural, urban, suburban), and migrant status.

A. Evaluation Strategies

The department will contract with the University of Virginia for the *Reading First* evaluation, and invite Tonya Moon from the Curry School of Education to assist us with the evaluation design and coordination of activities (planning, development and oversight). The following section descriptions are a result of her work along with Catherine Brighton and Joanne Meier who will serve on the consultant team for evaluation.

Evaluation of Program Implementation using the Discrepancy Evaluation Model (DEM): Questions, Indicators, and Measures

The overall purpose of this evaluation is to provide information to assist intended audiences (LEAs, SEAs, U.S. Federal Government and/or its representatives) in making informed judgments about reading programs implemented as a result of *Reading First* funding. Therefore, its underlying philosophy is to be utility-driven to LEAs as well as the SEA.

The evaluation will be based on the Discrepancy Evaluation Model (DEM; Provus, 1969) and will incorporate a longitudinal perspective in evaluating the effects of *Reading First* funds on student reading achievement. The evaluation is based on the premise that it should inform and improve the operations of LEAs in improved reading achievement as well as assisting others in replicating successful programs. Therefore, the design will involve *input* standards ("resources used by LEAs"), *process* standards ("in these ways"), and *output* standards ("to achieve these goals"). The evaluation will encompass three processes: agreement upon program standards (based on identified key *Reading First* Classroom Characteristics and scientifically-based reading research), program assessment, and program improvement. This particular evaluation model is intended to facilitate program design changes and data gathering essential to making judgments about the effectiveness of a program. Any differences (positive or negative) found between <u>what is</u> and <u>what should be</u> expected is known as a discrepancy.

Because it is vital to understand what is needed for a program to be effective, it is important that the inputs and processes of a program be clearly identified and defined so that desired outputs can be maximized and undesirable ones minimized. Using the discrepancy evaluation model, the expected inputs, processes, and outputs will be compared to the actual inputs, processes, and outputs respectively. This analysis will allow for modification of LEAs schools' program inputs and processes to ensure the desired program outputs, increased number of students reading on or above grade level. Figure 1 provides an example that demonstrates this relationship.

Input (Standards) ***What do research findings indicate about reading instruction in kindergarten?***	***Process (Procedures)*** ***What procedures will be in place to ensure that all inputs are addressed?***	***Output (Goals)***
Findings on mechanics ♦ Instruction should be designed to provide practice with sound structure of words, the recognition and reproduction of letters, knowledge about print concepts, and familiarity with the basic purposes and mechanics of reading and writing.	♦ Provide professional development opportunities to all staff in the area of effective reading instruction in kindergarten ♦ Provide modeling of effective strategies to all staff ♦ Provide coaching to ensure that effective reading strategies are implemented appropriately ♦ Monitor inclusion and utilization of effective reading strategies during instruction	o Increased percentage of students reading on grade level or above

Figure 1: Program Design

The following data will be collected annually and used to assist LEAs and their schools in making program decisions and modifications:

Annual school questionnaire focused on school context
Years of data collection: 6

This questionnaire will focus on information relative to the inputs (resources [e.g., reading programs implemented]) and the processes (e.g., types of professional development related to the implementation of specific programs) that LEAs/schools have done or will do each year. This information and other data sources (see Section B: Evaluation of Student Reading Achievement) will be used for comparison purposes to the elements of programs and strategies proven to be effective in raising student achievement. Suggestions and recommendations for any negative discrepancies will be offered for program modification purposes.

Evaluation of Student Reading Achievement:
Questions, Indicators, and Measures Planned for K-3

The evaluation team will collect indicators of reading achievement to produce reliable and valid data regarding students, programs, and schools. To minimize the testing burden on both students and schools, assessments already in place as part of the current state assessment program will be used; however, the evaluation team reserves the right to request LEAs to use specific instruments that will allow for formal evaluation of reading achievement.

The following data will be collected annually and used to assist LEAs and their schools in making program decisions and modifications. (A description of each instrument's psychometric information follows in Phase II: Data Collection Instruments).

1. Phonological Awareness Language Screening (PALS). This tool is used to measure phonological awareness (ability to identify, segment, and blend individual sounds) and literacy (knowledge of alphabet, letter sounds and phoneme-grapheme correspondences, concept of word, word recognition in isolation, and word recognition in context (Invernizzi & Meier, 2000);

   Grades: K-3
   Administered: Fall, Spring
   Years of Data Collection: 6
2. Stanford-9 Reading Achievement Test (Sat-9)

   Grades: K-2
   Administered: Spring
   Years of Data Collection: 6

3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – Word Fluency

   Grades: K-3
   Administered: September, February, and May
   Years of Data Collection: 6

4. Benchmark rates (not proficient, proficient, advanced) for Standards of Learning (SOL) English assessment for third grade students;

   Grade: 3
   Administered: Spring
   Years of Data Collection: 6

5. Student demographic data enrolled in LEA schools, to include but not limited to, grade, racial/ethnic status, LEP status, free/reduced lunch status, special program status (e.g., special education, gifted identification);

   Grades: K, 1, 2, and 3
   Years of Data Collection: 6

6. Annual number of students referred for evaluation for special programs;

   Grades: K, 1, 2, and 3
   Years of Data Collection: 6

7. Annual number of students receiving program initiative tutoring for Reading

   Grades: K, 1, 2, and 3
   Years of Data Collection: 6

8. Annual questionnaire of teachers/staff instructional practices
   Years of Data Collection: 6

These data will be collected for the purposes of addressing the effectiveness of particular intervention strategies in raising student achievement in grades K-3. The following questions will frame the evaluation design and implementation:

Over a 5-year period, how effective is early intervention on raising student achievement?

a. What are the critical components/programs of LEAs schools pertaining to reading?

b. What contextual factors effect the implementation of the programs?

c. What strategies within the schools and/or division are available for supporting the implementation of the programs?

d. How effective are other resources (e.g., professional development, LEP programs, tutoring programs) as support mechanisms for improving reading achievement?

e. How consistently are the programs being implemented within and across grades K-3?

Reading First Evaluation Plan: Student Achievement – Kindergarten, first grade, second grade

Evaluation Question (Overall)	***Information Requirements***	***Information Sources***	***Information Collection Strategies***	***Instruments***	***Information Analysis***	***Reporting***
To what extent are LEAs schools receiving *Reading First* funds effective in raising student achievement?	Data which suggest change, positive or negative, in students' reading performance	Classroom teachers Students' performance on PALS (#s of students not meeting established benchmarks; summed scores) Stanford-9 Reading Achievement Scores DIBELS Word Fluency Scores (progress monitoring information) School records on numbers of students retained, screened for special programs (tutoring, gifted, etc.), screened for special education, etc.	Teacher questionnaire on classroom practices Classroom observations Testing School questionnaire	*Teacher questionnaire *Observation Protocol PALS SAT-9 (Reading) DIBELS	Descriptive statistics reflecting perceptions of instructional practice on questionnaire items (year 1 serving as baseline) Qualitative analysis of observational and interview information (year 1 will serve as the baseline) Descriptive statistics reflecting the numbers of students retained, screened for special programs, screened for special education, etc. Analysis of covariance procedures (Quantitative analysis will also be separated out by student/school demographics where applicable)	Information reported in the annual written report submitted to the U.S. Department of Education as well as the SEA and the LEAs

*To be constructed for evaluation purposes. Other data to come from regularly scheduled assessments (e.g., PALS), which are ordinarily used to assess student performance.

Reading First Evaluation Plan: Student Achievement – third grade

Evaluation Question (Overall)	***Information Requirements***	***Information Sources***	***Information Collection Strategies***	***Instrument***	***Information Analysis***	***Reporting***
To what extent are LEAs schools receiving *Reading First* funds effective in raising student achievement?	Data which suggest change, positive or negative, in students' reading performance	Classroom teachers Students' performance on PALS (#s of students not meeting established benchmarks) SOL – number of students meeting each of the established benchmarks School records on numbers of students retained, screened for special programs (tutoring, gifted, etc.), screened for special education, etc. DIBELS S scores (progress monitoring information)	Teacher questionnaire on classroom practices Classroom observations Testing School questionnaire	*Teacher questionnaire *Observation Protocol PALS SOL English assessment DIBELS (word fluency)	Descriptive statistics on questionnaire items reflecting perceptions of instructional practice (year 1 baseline) Qualitative analysis of observational and interview information (year 1 baseline) Descriptive statistics reflecting the numbers of students retained, screened for special programs, screened for special education (year 1 baseline) Analysis of covariance procedures (Quantitative analysis will also be separated out by student/school demographics where applicable)	Information reported in the annual written report submitted to the U.S. Department of Education as well as the SEA and the LEAs

*****To be constructed for evaluation purposes. Other data to come from regularly scheduled assessments (e.g., PALS, SOL), which are ordinarily used to assess student performance.

Evaluation Design and Methodology
Overview

The following questions will guide the evaluation design and methodology:

Over a 5-year period, how effective is early intervention on raising student achievement?

a. What are the critical components/programs of LEAs schools pertaining to reading?
b. What contextual factors effect the implementation of the programs?
c. What strategies within the schools and/or division are available for supporting the implementation of the programs?
d. How effective are other resources (e.g., professional development, LEP programs, tutoring programs) as support mechanisms for improving reading achievement?
e. How consistently are the programs being implemented within and across grades K-3?

This evaluation is based on multiple sources of data: (1) analyses of standardized assessments in English/reading given as part of the current state assessment system for the purpose of gathering quantitative information on student achievement in reading, (2) a teacher/staff questionnaire to gather quantitative information on self-reported instructional strategies, (3) a school questionnaire to gather quantitative information from school records to include, but not limited to, student/school demographics, the number of students referred for/receiving special education services due to reading difficulties, the number of students referred for special programs (e.g., tutoring, gifted), the number of students retained, types of reading programs in place, types and amount of professional development focused on reading provided, (4) classroom observations for the purpose of gathering qualitative information on teacher reading practices and instruction, and (5) focus group teacher/staff interviews to gather in-depth information on their views of reading instruction and reading programs.

The evaluation questions frame the activities and inform the development of data collection instruments and the type of existing assessments used. The evaluation will focus on teachers' beliefs and perceptions about reading and reading instruction, their reading practices, factors influencing their reading instruction, school context factors (e.g., types of programs, resources available, etc.), and students' reading achievement.

The evaluation will be carried out in three phases:

Phase I:	Development of data collection instruments
Phase II:	Data collection
Phase III:	Analysis and reporting of data

It is important to note that Phase I will begin immediately following awarding of *Reading First* funds; Phases II and III will be ongoing in years 1, 2, 3, 4, 5, and 6 (pending award of funds). A description of each phase follows.

Phase I: Data Collection Instruments

In conjunction with the state Department of Education and experts in the field of reading and qualitative methodologies, interview and observation protocols will be developed to ensure consistency in data collection activities during classroom observation and focus group interviews as well as the teacher/staff questionnaire related to reading practices and instructional approaches and the school questionnaire. The focus of these questionnaires and protocols will be to ascertain the degree to which core content and instructional design are scientifically-based. This data will provide information to LEAs and schools for improving their reading programs for better alignment with scientifically-based research on teaching reading.

In using the DEM approach, five primary questions will guide the creation of necessary instruments to address the overall evaluation question. The questions will be as follows:

Over a 5-year period, how effective is early intervention on raising student achievement?

a. What are the critical components/programs of LEAs schools pertaining to reading?

b. What contextual factors effect the implementation of the programs?

c. What strategies within the schools and/or division are available for supporting the implementation of the programs?

d. How effective are other resources (e.g., professional development, LEP programs, tutoring programs) as support mechanisms for improving reading achievement?

e. How consistently are the programs implemented within and across K-3 classrooms and schools?

Instrumentation. The following instruments will be developed for this evaluation.

- **Focus Group Interview Protocol for Teachers/Staff**. Focus group interviews will be conducted with teachers and other staff responsible for reading instruction in order to gather more in-depth data on their perceptions, beliefs, and attitudes toward reading instruction and the programs (strengths, weaknesses) being implemented to improve student reading achievement.

- **Classroom Observation Protocol**. Reading instruction will be observed in classrooms across all grade levels (K-3, special education) in order to better understand how instruction is actually delivered. Observation notes will be analyzed according to major categories initially as strengths, issues, and opportunities for growth.

- **Teacher/Staff Questionnaire.** A teacher/staff questionnaire will be designed to gather data focused on specific instructional information by asking teachers/staff to indicate the degree to which certain characteristics are present in their instruction as well as the extent to which reading is part of content area instruction.

- **School Questionnaire.** A school questionnaire will be designed to gather data focused on programs being implemented within the school as well as student and school demographic information.

Specific program characteristics that are identified as scientifically-based best practices in reading will serve as the basis for the questionnaire. To the extent possible, other non-reading programs that are related and/or focused on improving student reading achievement will also be investigated (e.g., professional development, resources for accommodating limited English proficiency and other special needs students).

Phase II: Data Collection

Phase II will include the following data collection activities on an annual basis:

- ❖ Teacher/staff interviews
- ❖ Classroom observations
- ❖ Collection of PALS, SAT-9 Reading, and SOL data
- ❖ Administration of teacher/staff questionnaire
- ❖ Administration of school questionnaire

Because of the anticipated number of schools to qualify for *Reading First* funds (approximately 300), an individual will be identified within each LEAs/schools receiving *Reading First* funding for interviewing teachers and staff as well as conducting classroom observations. A member of the outside evaluation team will triangulate information collected by on-site personnel in 10 different sites each year of funding. Sites will be randomly selected stratified on subpopulations of student groups (major racial/ethnic group, percent of students labeled LEP, region of the state, etc.).

- **Teacher/staff focus group interviews.** Regular classroom teachers, LEP/bilingual, special education teachers, and other staff members involved in *Reading First* programs will be interviewed in a focus group setting yearly, with the interview lasting approximately 30 minutes. Interviews will be tape-recorded and later transcribed for analysis. In addition, yearly focus group interviews (10) will be conducted by a member of the outside evaluation team for triangulation and verification of data.

- **Classroom observations.** Classrooms will also be observed bi-monthly by the on-site coordinator in identified schools. Each observation will last approximately 30 minutes and will be designed to document teaching practices including grouping, use of materials, and lesson content. In addition, yearly observations in 10 different sites will be conducted by a member of the outside evaluation team for triangulation and verification of data.

- **Teacher/staff questionnaire.** Each teacher (K-3, special education) will be asked to complete a yearly questionnaire focused on teacher background characteristics, general classroom and instructional information, and a detailed account of specific reading strategies and skills focused on as well as the amount of time each strategy/skill receives during a regular instructional segment.

- **School questionnaire.** Each school receiving *Reading First* funds will be asked to complete a yearly questionnaire focused on the types of programs being implemented in support of increasing student reading achievement, and the reporting of students/school demographics.

Other Instrumentation. In addition to the instruments that will be developed, several additional assessment instruments will be used to document student achievement: the Phonological Awareness Literacy Screening (PALS) administered in grades K-3, the Standards of Learning English assessment administered in grade 3, SAT-9 administered in grades K-2, and the DIBELS administered in grades K-3. A description of each instrument follows:

- **Phonological Awareness Literacy Screening (PALS).** The Phonological Awareness Literacy Screening (PALS) for Virginia grades K-3 measures students' abilities on several dimensions related to early literacy preparation. PALS is the Virginia approved screening tool for early intervention. The purpose of the tool is early detection of reading problems. The phonological awareness component of PALS instrument is a measure of young children's ability to identify, segment, and blend individual sounds. The literacy-screening component of PALS instrument is a measure of young children's knowledge of important literacy fundamentals: (a) alphabet knowledge, (b) knowledge of letter sounds and phoneme-grapheme correspondences, (c) concept of word, (d) word recognition in isolation, and (e) word recognition in context. Reading comprehension is made possible by the automatic functioning of these crucial skills. Statewide administrations of PALS screening tool provided evidence of its theoretical construct as well as item reliability, inter-rater reliability, and predictive and concurrent validity.

  Reliability Evidence. Using approximately 214,000 students in grades one through three in the spring of 2000, Cronbach's alpha coefficients ranged from 0.61 to 0.98 across SES categories, gender and race/ethnicity. Similar coefficients were obtained in the spring of 2001. The consistency of the coefficients across all demographic segments provides evidence that PALS is both stable and internally consistent across a broad representation of students (race/ethnicity, SES, and gender) for grades one through three.

  Validity Evidence. Both predictive and concurrent validity evidence were collected for each grade implementing PALS.

  Predictive. Screening approximately 1,600 kindergarten, first and second-grade students with PALS in the fall, reassessing them again with the Stanford 9 at the end of the year provided evidence of the predictive validity of PALS. Bivariate correlations between the fall PALS summed score and the spring Stanford 9 Total Reading scaled scores were significant for all grades K-2 ($r=0.70$, 0.73 and 0.63, $p<.01$, respectively). Significant amounts of variance were explained with an adjusted R-squared of 0.50 for kindergarten, 0.53 for first grade, and 0.34 for second grade. These results indicate that PALS screening is a good predictor of end-of-the-year reading achievement for grades K-2. For third grade, the predictive validity of PALS

was assessed by the Standards of Learning (SOL) English scaled scores for third grade students who were screened with PALS at the beginning of the year. The bivariate correlation between the PALS summed score and the spring SOL English scaled score was 0.60 ($p<.001$). A regression equation using the fall PALS summed score as the predictor and the spring SOL English score as the dependent variable explained 36% of the variance in the spring SOL scores. The correlation and the regression data indicate that PALS administered in the fall of third grade is a good predictor of end-of-year reading achievement on the SOL reading component.
Concurrent. To assess the degree of evidence of concurrent validity of PALS, PALS screening results were compared to four different independent standards. For kindergarten, comparisons were made using the Stanford 9 total reading scaled score (Harcourt Brace, 1996), first grade comparisons were made using the Qualitative Reading Inventory-I (QRI-R) (Leslie & Caldwell, 1990), the Development Reading Assessment (DRA) (Beaver, 1997), the Stanford 9, total reading scaled score (Harcourt Brace, 1996), and the California Achievement Test, 5th edition (CAT-5) total reading scaled score (1992). For second grade, comparisons were made using the DRA and the second grade Stanford 9 reading achievement test. For third grade, the independent standards again, which PALS was compared were the DRA and the Virginia Standards of Learning English assessment.

For kindergarten, the correlations between the PALS summed score and the three Stanford-9 subtest scaled scores were medium to high and significant: Sounds and Letters, $r=0.79$; Word Reading, $r=0.74$; and Sentence Reading, $r=0.58$. For first grade, the majority of the correlation between PALS and the Stanford-9 subtests were also medium-to-high and ranged from 0.67 to 0.81 ($p<.001$). Using the QRI-I as the criterion, Spearman correlations ranged from 0.73 to 0.90 ($p<.01$). The overall correlation between the DRA and PALS was 0.81 ($p<.01$). Finally, using the CAT-5 as the validity criterion, correlations ranged from 0.66 to 0.75 ($p<.01$). For second grade, correlations between PALS and the Stanford-9 total reading scaled score was 0.57 ($p<.01$). Using the third grade SOL English scaled score and the PALS summed score, correlations ranged from 0.51 to 0.57 ($p<.01$). Overall, for all grade levels, these bivariate correlations indicate a significant amount of shared variance among the criterions used and the PALS summed score. Medium-high significant correlations among PALS and the other criterions provide evidence of a strong relationship between PALS and each criterion.

- **Standards of Learning Assessments (SOL).** Virginia has developed criterion-referenced tests – administered in grades 3, 5, 8, and in high school – to measure the achievement of individual students against objectives for knowledge and skills defined by Virginia's content standards.

  Virginia's SOL tests have received high marks from two panels of university-based standardized testing experts. These outside experts concluded that Virginia's SOL tests are valid and reliable measures of student achievement.

  The first panel, with testing experts from Michigan State University, the University of Virginia, and Virginia Commonwealth University, issued their report in February

1999. They concluded that SOL test scores accurately reflect the performance of students and schools. In November 2000, the SOL Test Technical Advisory Committee – with experts from the University of Massachusetts, University of Florida, Texas Education Agency, University of Texas, University of Nebraska, and University of Kansas – reported that Virginia's SOL tests meet or exceed nationally accepted reliability standards for standardized assessments with a KR-20 reliability coefficient of 0.90 for the third grade English (Reading/Literature and Research Subtest) assessment.

B. State Reporting

Phase III: Analysis and Reporting of Data

The purpose of collecting standardized test data as well as school/student demographic data is to provide evidence of:

1. demonstrated increases in children's reading achievement in grades K, 1, 2 and 3 as evidenced by increases in the numbers of students reaching the established PALS benchmarks (i.e., reading remediation not warranted);
2. reductions in the number of children identified as at-risk for reading difficulties using PALS at the end of grades K, 1, 2, and 3.
3. demonstrated increases in children's reading achievement in third grade as evidenced by increases in the percentages of students passing (proficient or advanced) the third grade English SOL assessment;
4. demonstrated increases in children's fluency as evidenced by increases on the progress monitoring tool, DIBELS;
5. demonstrated increases in teacher skills and knowledge in the areas of reading as evidenced by children's reading performances;
6. reductions in the number of children referred for evaluation for special education due to reading difficulties;
7. reductions in the number of children requiring reading tutoring; and
8. strengths and weaknesses of reading programs implemented in LEAs.

The following section outlines the analysis of data that will be collected to address the evaluation questions.

Quantitative Data. The selection of an appropriate quasi-experimental design is a critical issue in the evaluation of educational programs, particularly because random assignment is typically not possible. Therefore, a quasi-experimental design, the nonequivalent control group design, will be incorporated in this evaluation to address the evaluation questions. This analytic approach will be used to determine overall efforts on raising student reading achievement with *Reading First* funds, with schools being the unit of analysis. The effectiveness of programs implemented as a result of *Reading First* funds will be evaluated based on patterns and trends across the years of funding rather than episodic differences that may be found in any given year.

Beginning the first year of funding, standardized test data will be collected from kindergarten through third grade with the PALS and SOL reading assessments. In addition, SAT-9 Reading scores will be collected in grades K, 1, and 2.

Years 1-6: Kindergarten. Beginning in fall 2002, all kindergarten students will be assessed with the PALS screening tool both fall and spring for reading difficulties. Data collected from these administrations will be subjected to trend analysis (using previous year scores as a baseline) to ascertain decreases or increases in numbers of students reaching established benchmarks. Descriptive statistics will be computed and graphical displays generated for each testing period as well as for each student subpopulation. In addition, a comparison between schools receiving *Reading First* funding and a nonequivalent control group (i.e., schools not receiving funding) will be conducted using analysis of covariance procedures (ANCOVA). Because of the matching fallacy (Hopkins, 1973), ANCOVA will be used with the PALS summed score in the fall as the covariate and the spring PALS summed score as the dependent variable. Comparisons will also be made by subgroup populations (migrant status, gender, English proficiency status, disability status-reading, major racial/ethnic group, economically disadvantaged status) where appropriate (i.e., adequate sample sizes). These analyses will also be repeated with the SAT-9 Reading scores as the dependent variable and spring PALS scores as the covariate. Descriptive statistics will be generated for the DIBELS word fluency to monitor progress.

Year 1: First Grade. During year 1 of funding, all first grade students will be assessed in the fall of 2002 and again in the spring of 2003. Data collected from these administrations will be subjected to trend analysis (using previous year scores as a baseline) to ascertain decreases or increases in numbers of students reaching established benchmarks. Descriptive statistics will be computed and graphical displays generated for each testing period as well as for each student subpopulation. In addition, using a nonequivalent control design, PALS data collected from these administrations will be subjected to ANCOVA procedures to compare schools receiving funds to those not receiving funds with the fall PALS summed score serving as the covariate and the spring PALS summed score as the dependent variable. Comparisons will also be made by subgroup populations (migrant status, gender, English proficiency status, disability status-reading, major racial/ethnic group, economically disadvantaged status) where appropriate (i.e., adequate sample sizes). These analyses will also be repeated with the SAT-9 Reading scores as the dependent variable and spring PALS scores as the covariate. Descriptive statistics will be generated for the DIBELS word fluency to monitor progress.

Years 2-6: First Grade. Starting in the fall of 2003, only those students who receive intervention during the summer or new students will be assessed in the fall; otherwise all students will be assessed in the spring. Data collected from these administrations will be subjected to trend analysis (using previous year scores as a baseline) to ascertain decreases or increases in numbers of students reaching established benchmarks. Descriptive statistics will be computed and graphical displays generated for each testing period as well as for each student subpopulation. In addition, using the nonequivalent control design, for students receiving summer intervention or new students ANCOVA procedures will be used to compare schools receiving funds with those not receiving funds with the fall PALS summed scores as the covariate and the spring PALS scores as the dependent variable. For all other students (i.e., not receiving summer intervention or returning students), spring kindergarten PALS scores will be used as the covariate with the spring first grade

scores serving as the dependent variable. Comparisons will also be made by subgroup populations (migrant status, gender, English proficiency status, disability status-reading, major racial/ethnic group, economically disadvantaged status) where appropriate (i.e., adequate sample sizes). These analyses will also be repeated with the SAT-9 Reading scores as the dependent variable and spring PALS scores as the covariate. Descriptive statistics will be generated for the DIBELS word fluency to monitor progress.

Years 1-6: Second Grade. Starting in the fall of 2003, only those students who receive intervention during the summer or new students will be assessed in the fall; otherwise all students will be assessed in the spring. Data collected from these administrations will be subjected to trend analysis (using previous year scores as a baseline) to ascertain decreases or increases in numbers of students reaching established benchmarks. Descriptive statistics will be computed and graphical displays generated for each testing period as well as for each student subpopulation. In addition, using the nonequivalent control design, for students receiving summer intervention or new students ANCOVA procedures will be used with the fall PALS summed scores as the covariate and the spring PALS scores as the dependent variable. For all other students (i.e., not receiving summer intervention or returning students), spring first grade PALS scores will be used as the covariate with the spring second grade scores serving as the dependent variable for comparing schools receiving funds to those not receiving funds. Comparisons will also be made by subgroup populations (migrant status, gender, English proficiency status, disability status-reading, major racial/ethnic group, economically disadvantaged status) where appropriate (i.e., adequate sample sizes). These analyses will also be repeated with the SAT-9 Reading scores as the dependent variable and spring PALS scores as the covariate. Descriptive statistics will be generated for the DIBELS word fluency to monitor progress.

Years 1-6: Third Grade. Data collected from administrations of the SOL English assessment will be subjected to trend analysis to ascertain decreases or increases in numbers of students obtaining state established benchmarks (not proficient, proficient, advanced). Descriptive statistics will be computed for each year as well as for each student/school subgroup. Using data from the prior year as the baseline year (i.e., year prior to receiving *Reading First* funds), each subsequent year will be compared to the baseline year to provide evidence that student reading achievement is improving. In addition, using the nonequivalent control design, students (i.e., not receiving summer intervention or returning students), spring second grade PALS scores will be used as the covariate with spring SOL English scaled scores serving as the dependent variable for comparing schools receiving funds to those not receiving funds. Comparisons will also be made by subgroup populations (migrant status, gender, English proficiency status, disability status-reading, major racial/ethnic group, economically disadvantaged status) where appropriate (i.e., adequate sample sizes). Descriptive statistics will be generated for the DIBELS word fluency to monitor progress.

Teacher/Staff Questionnaire. This questionnaire will provide extensive, descriptive data on the classroom and instructional contexts of teachers in schools that receive *Reading First* funds. The analysis of the questionnaire will involve summarizing the data and exploring similarities and differences occurring among teachers. Areas of investigation will include (a) the context and its relationship to instruction (e.g., school setting and student population factors); (b) instructional practices (with a focus on reading and scientifically-based instructional strategies; and (c) teacher beliefs about reading instruction (including effect on students' ability to read).

School Questionnaire. This questionnaire will provide extensive, descriptive data on the school context of those schools receiving *Reading First* funding. The analysis of the questionnaire will involve summarizing the data and exploring similarities and differences occurring among schools with different demographics.

Qualitative Data. The inclusion of qualitative designs is most appropriate when seeking to understand contextual factors that influence individuals' actions, beliefs, and perceptions (Bogdan & Biklen, 1998; Patton, 1990). This qualitative design seeks to triangulate the data collected from other (quantitative) data sources to further investigate the meaning that teachers' assign to reading development in young children in order to better align their instructional practices with identified scientifically-based strategies. The emphasis on understanding teachers' meaning is characteristic of the symbolic interactionist perspective under girding this design. "The meaning people give to their experience and the process of interpretation are essential and constitutive, not accidental or secondary to what the experience is. To understand behavior, we must understand definitions and the processes by which they are manufactured" (Bogdan & Biklen, 1998, p. 25). Data will be analyzed inductively by seeking patterns and trends across teachers, grade levels, schools, and LEAs.

Document Review. To the extent possible, documents such as the classroom assessments used by teachers, teacher lesson plans, lists of reading books, and other relevant information will be analyzed to inform the evaluation process. Evaluators will analyze documents for alignment with identified best practices in reading instruction and the consistency and effectiveness of these materials for the given context of the classroom.

Focus Group Interviews. Annual focus groups will be conducted by on-site personnel in all sites and in 10 different sites by members of the evaluation team to elicit teachers' and other staff members' perceptions about the effectiveness of program components in raising student reading achievement. Interviews will be tape-recorded and pertinent sections transcribed for accuracy of reporting and to reduce bias from on-site personnel. These transcripts will be analyzed for emerging themes and concepts. In addition, members of the evaluation team, based on the emerging themes from the data, may conduct individual follow-up interviews and/or focus groups.

Classroom Observations. Bi-annual observations will be conducted by on-site personnel to document individual teachers' and other staff members' classroom practices regarding reading instruction and assessment. The evaluation team will provide an observation template and checklist to ensure consistency of reporting across classrooms and schools. Observation reports will be analyzed by coding observed classroom practices that support and inhibit reading development in young children. Themes across teachers, grade levels, and school buildings will be noted. Evaluation team members will conduct annual observations of 10 targeted schools to confirm and/or disconfirm local observation reports. Additional follow-up observations may be conducted based on the findings of the on-site personnel.

Performance reporting and monitoring

An end-of-the-year summary report in narrative format will be required of all LEAs awarded. The report will address: the attainment and maintenance of project goals and objectives; the project's impact on improving student scores on standardized tests and assessments; selection and

administration of instructional reading assessments; selection and implementation of a scientifically-based comprehensive reading program; selection and implementation of scientifically-based supplementary instructional materials, professional development for teachers K-3 and for special education teachers K-12; evaluation strategies, and access to reading materials.

The Virginia *Reading First* Project Management Team will provide on-site monitoring to all funded projects and will require data to be collected as described in the evaluation process above. In making continuation awards to LEAs, the Virginia *Reading First* teams will assess the progress each LEA has made in improving student reading performance and implementation of the program as described in its original proposal.

C. Participation in National Evaluation

Annual reports of all data collected (descriptive; statistical; disaggregated by student subpopulations) will be written and distributed to LEAs receiving *Reading First* funds as well as the state Department of Education and the U.S. Department of Education. Virginia and its representatives agree to cooperate and assist the national evaluation team in its efforts of evaluating the *Reading First* initiative. In addition, Virginia will willingly participate in the identification of comparison LEAs and schools for use in the national evaluation.

IV. CLASSROOM LEVEL IMPACT

A. Key Reading First Classroom Characteristics

To achieve the goal of all children in Virginia reading well and on grade level no later than the end of third grade, the Commonwealth of Virginia envisions classrooms where every teacher has the knowledge to deliver high quality instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. All schools will implement scientifically-based high quality reading programs. This section outlines the common characteristics classrooms and schools will exhibit as a result of Virginia's *Reading First* program.

Virginia *Reading First* classrooms will have clearly articulated goals, and a written plan for monitoring the reading progress of all students. In the classroom, students will be actively engaged in a variety of reading-related activities, which are based on the essential components of reading. All Virginia *Reading First* classrooms will have at least a protected 90-minute block of time each day for reading instruction, where all students will be expected to make progress in acquiring reading skills.

A high-quality comprehensive reading program based on scientifically-based research that has the five components of reading, as its foundation will be implemented. The supplemental and intervention programs and materials used in the classroom will be integrated and coordinated with the comprehensive reading program without layering selected programs on top of the comprehensive reading program. All of the reading programs used in the classroom will be integrated into a coherent instructional design with aligned student materials that includes explicit instructional strategies, coordinated instructional sequences, ongoing use of assessments that inform instructional decisions, a clear plan for monitoring progress, and ample practice opportunities. All of the reading

programs will be aligned with the Virginia English Standards of Learning to ensure students reach proficiency or better on the state assessment.

All Virginia *Reading First* classrooms will benefit from the 34 years of converging scientific research on how children learn to read, what factors impede reading development, and which instructional strategies provide the most benefit. The Report of the National Reading Panel provides significant conclusions as to what facilitates effective reading instruction in the classroom. Every Virginia *Reading First* classroom will demonstrate the key elements where teachers apply the research into instructional practice in order to deliver effective reading instruction.

Implementation of the Essential Components of Instruction Based on Scientific Research

"Effective instruction necessarily recognizes that learning builds on prior knowledge. Beyond any collection of compelling objectives and engaging activities, therefore, effective instruction requires a developmental plan that extends across days and weeks of the school year as well as a means for monitoring progress so as to adjust that plan accordingly" (National Research Council, 1998, p. 193). "The successful teacher adapts the pacing, content, and emphasis of instruction for individuals and groups, using valid and reliable assessments" (Learning First Alliance, 2000, p.11). Using explicit and systematic instruction, teachers should integrate the following essential components of reading instruction while focusing on what students need to learn and using the teaching strategies that have proven to be the most effective. Teachers will make their expectations clear, and have rigorous assessment instruments with proven validity and reliability in place to monitor progress, thus ensuring that no child will be left behind.

Phonemic awareness

"Phonemic awareness and letter knowledge are the two best school-entry predictors of how well children will learn to read during their first two years of schooling" (Learning First Alliance, 2000, National Reading Panel, 2000, and National Research Council, 2000). Students will learn that spoken words consist of individual sounds or phonemes, that words can be segmented into blended and manipulated sounds, how to blend and segment sounds, and how to read and spell words. These skills are taught by providing explicit, systematic instruction focusing on only one or two phonemic awareness skills at a time and by linking sounds to letters as soon as possible. "Children will differ in their phonemic awareness and some will need more instruction than others. In kindergarten, most children will be nonreaders and will have little phonemic awareness; therefore phonemic awareness instruction will benefit everyone. In first grade, some children will be reading and spelling while others may know only a few letters and have no reading skills. The nonreaders will need much more phonemic awareness and letter instruction than those already reading" (National Reading Panel, 2000, p. 2-33).

Phonics

"Systematic and explicit phonics instruction improves word reading skills and text comprehension, especially for kindergartners, first graders, and older struggling readers" (National Reading Panel, 2000). Students will learn to accurately and rapidly identify the letters of the alphabet. They will have an understanding of the alphabetic principle (that the sequence of sounds or phonemes in a

spoken word are represented by letters in a written word), phonics elements (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts), and how to apply these phonics elements as they read and write. Virginia *Reading First* students will be taught explicit, systematic phonics instruction that teaches a set of letter-sound relations and provides explicit instruction in blending sounds to read words. Students will also have the opportunity to practice reading texts that are written for students to use their phonics knowledge to decode and read words. They will have substantial practice in apply phonics as they spell words. "Systematic phonics instruction produces gains in reading, not only in early grades, but also in later grades and among children having difficulty learning to read" (Learning First Alliance, 2000, Lyon and Kame'enui, 2001).

Fluency

"Reading fluency is the ability to read a text accurately and quickly" (Put *Reading First*, 2001, p. 21). Virginia *Reading First* students will learn how to decode words (in isolation and in connected text) accurately and quickly, in addition, they need to know how to increase their speed while maintaining accuracy. Teachers will provide opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents. They will match reading material to individual students. "Repeated reading procedures that offer guidance and feedback are effective for improving word recognition, fluency, comprehension, and overall reading achievement through grade 5" (National Reading Panel, 2000).

Vocabulary

"Knowledge of word meanings (vocabulary) is critical to reading comprehension" (Learning First Alliance, 2000). Virginia's *Reading First* students will learn the meanings for most of the words in a text, so they can understand what they read. They also will learn how to apply a variety of strategies to learn word meanings and how to accurately use "new" words in oral and written language. Teachers will provide direct, explicit instruction in the meanings of words and in word learning strategies. Classroom activities will be planned that actively involve students in making connections between concepts and words. "Words are typically learned from repeated encounters, rather than from a single context or encounter" (Beck and McKeown, 1991). Therefore, students will have daily interactions that promote using new vocabulary in both oral and written language. "Repeated exposure to vocabulary in a variety of contexts, including reading material in content areas improves children's reading vocabulary" (National Reading Panel, 2000).

Text Comprehension

The ultimate goal of learning to read is to make meaning of written text. In order to do this, students will read both narrative and expository text, to relate their own knowledge and/or experiences to the text, to understand and remember what they read, and to use comprehension strategies. Teachers will explicitly explain, model, and teach comprehension strategies, such as previewing and summarizing. They will provide comprehension instruction before, during, and after reading narrative and expository texts, as well as promote thinking by asking questions and encouraging student questions and discussions. "Throughout the early grades, reading curricula should include explicit instruction on strategies, such as summarizing the main idea, predicting events or

information to which the text is leading, drawing inferences, and monitoring for misunderstandings, that are used to comprehend text (either read to the students or that students read themselves)" (National Research Council, 1998, p. 195).

Spelling and Writing

"Spelling words as they sound enhances phonemic awareness and letter knowledge and accelerates the acquisition of conventional spelling" (National Research Council, 1998). "Complementing regular opportunities for writing with systematic spelling instruction enhances and extends to both reading and writing growth" (Adams, 2001). Students need to learn how to remember and reproduce exact letter patterns (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts), how to segment sounds in words to spell them, and how to notice reliable spelling patterns and generalizations. Virginia's *Reading First* teachers will provide explicit and systematic spelling instruction to reinforce and extend students growing knowledge about reading. Classroom activities will be designed so students have the opportunity to manipulate, categorize, and examine the similarities and differences in words. Teachers will model various types of writing and help children learn to apply spelling and reading knowledge in purposeful writing. Opportunities will be provided daily for students to increase their writing accuracy and speed.

Implementation of the Essential Features of Instruction Based on Scientific Research

In addition to the essential components of reading instruction, a well-designed program also includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.

Grouping is another feature of effective instruction that will be implemented in all Virginia *Reading First* classrooms. "Students benefit from working in a variety of grouping formats that change to reflect their knowledge, skills, interests, and progress" (Elbaum, Vaughn, Hughes, Moody, and Schumm, 2000; Lou et al., 1996). "Students with reading difficulties who are taught in small groups learn more than students who are instructed as a whole class" (National Reading Panel, 2000). Teachers in Virginia *Reading First* classrooms will use alternate grouping formats (e.g., one-on-one, pairs, small group, whole group) for different instructional purposes and to meet students' needs. They will use small same-ability groups, continually monitor student progress, and regroup to reflect students' knowledge and skills. When students experience difficulties, remediation will take place immediately to develop the knowledge and skills that have the highest impact on learning to read.

All Virginia *Reading First* teachers will make every minute count by reducing teacher talk, using an appropriate level of instructional materials, varying their presentation techniques, and planning instructional activities that will keep the students actively engaged. Even with research-based core reading instruction, some students will still have difficulty learning to read. These struggling readers need more time and additional, intensive instructional interventions. The National Reading Panel (2000) states that, "Explicit, intensive instruction is an essential feature of effective interventions for struggling readers, including students with learning disabilities." "Supplementary instruction has merit if the intervention is time limited and is planned and delivered in a way that makes connections to the daily experiences that the child has during reading instruction. Supplementary instruction can be a significant and targeted enhancement of classroom instruction" (National

Research Council, 1998, p. 26). All Virginia *Reading First* teachers will ensure that the additional instruction aligns with the core reading instruction and that ongoing and systematic corrective feedback will be provided to the students. These struggling readers will acquire the knowledge and skills that have the highest impact on learning to read. Struggling readers will receive instruction in groups of three to five students, according to their instructional needs, and should receive targeted instruction three to five times per week. These students will receive increased time for word study, and in order to build fluency, they will improve their automatic word recognition and reading rates.

The Virginia *Reading First* teachers will use screening, diagnostic, progress monitoring, and outcome assessments that are valid and reliable. The screening assessment will identify which students are at-risk and need additional support. Teachers will understand that identification is not enough! Screening is only valuable when it is followed with additional instructional intervention so students have the opportunity to learn the necessary reading skills. A diagnostic reading assessment will be administered to obtain in-depth information about students' skills and instructional needs. Teachers will use a progress monitoring assessment and data to determine if students are making adequate progress or if they need more intervention to achieve grade level reading outcomes. All Virginia *Reading First* teachers will use the information from these assessments to make instructional decisions. Data from the outcome assessments will be gathered from all *Reading First* schools to provide a bottom-line evaluation of the effectiveness of Virginia's *Reading First* program.

All *Reading First* classrooms will have a protected, dedicated block of time for reading instruction of at least 90 minutes each day. In addition, reading and library programs that provide students access to a wide array of engaging reading materials, including both expository and narrative texts, will be available to all students.

All of these effective classroom characteristics and instructional strategies will be a major focus of ongoing professional development. "Effective professional development requires extended time for initial training that includes discussions of research on how children learn to read, as well as specific instructional strategies. In addition, it requires extensive in-class follow-up…" (Every Child Reading, Learning First Alliance, 2000, p 21-22). Strong content, grounded in research, that includes all components of reading instruction and an effective process of implementation will be addressed at the summer institutes and expanded as teachers have the opportunity to visit and observe other model classrooms. As part of the professional development, teachers will also have the support of a reading coach at each school to make these research-based characteristics and instructional strategies a part of their own classroom practice, thus ensuring that no teacher will be left behind.

B. Coherence

The *Reading First* program will impact all classroom reading instruction across Virginia for all K-3 teachers, all K-12 special education teachers, all Title I teachers, all reading teachers, and building level administrators as they attend the ongoing comprehensive Teacher Reading Academies and/or Reading Leadership Academies. These academies will increase the knowledge base of Virginia educators in the five essential components of reading, in the most effective instructional features, and will cause more attention to be directed to the prevention of reading difficulties. This increased knowledge of the implementation of the essential components and the most effective features of

instruction will be critical as we continue to progress toward reading excellence, and the national effort.

In addition, Virginia will continue to use the Phonological Awareness Literacy Screening (PALS) instrument as one evaluation tool. This effort, has eliminated extra testing for students, provided better communication between Title I teachers and the classroom teacher, and more importantly, has provided a more accurate and complete assessment of children's instructional reading levels. The development of the PreK-PALS provides coherency between the pre-school programs and kindergarten, and also provides a link to assist teachers in helping students develop early literacy skills.

Finally, every effort has been made to coordinate programs and maximize funding sources from federal, state, and local levels to establish consistency and coherence to achieve Virginia's *Reading First* program and the intended purpose of the Leave No Child Behind legislation. Virginia also believes that "No time is as important or as fleeting as a child's early years of schooling" (Neuman, 2001, p. 474). Therefore, Virginia pledges to raise the caliber and quality of classroom reading instruction, by basing instruction on scientifically-based reading research proven to work in the teaching of reading, by providing the necessary professional development for educators of reading instruction, and by supplying substantial quality resources to support the overall initiative as we embark upon Virginia's *Reading First* program by making EVERY MINUTE COUNT.

Appendices

Appendix A

Models/Programs That Include Instructional Methods That Have Proven To Be Successful With Low Achieving Students

Technical Assistance Resource Document

The original Appendix A: Models/Programs That Include Instructional Methods That Have Proven To Be successful With Low Achieving Students: Technical Assistance Resource Document has been removed and the revised document, updated and approved by Virginia Board of Education on January 6, 2003, has been inserted.

Models/Programs that Include Instructional Methods That Have Proven to Be Successful with Low Achieving Students

Program Descriptions for Board of Education

Disclaimers:

- Recommendation of instructional methods or models/programs with a proven track record is not intended as a guarantee that the program will be successful as implemented in a particular school. Prior to or concurrently with adopting any model/program, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional methods or models/programs that are not recommended so long as they meet the Board of Education's criteria.
- Some of the instructional models/programs have an associated textbook that may not be on the list of instructional materials reviewed or recommended as part of the state textbook adoption process. Recommendation of a model or instructional method should not be interpreted as endorsement of the associated textbook materials. Before adopting any model/program with associated materials, the school should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the method will be used.
- Products and services on the list may not be available in all areas of the commonwealth. School divisions are responsible for negotiating contracts with vendors for products or services.

Revised

November 20, 2002

Models/Programs that Include Instructional Methods That Have Proven to Be Successful with Low-Achieving Students

The revised *Regulations Establishing Accrediting Standards for Public Schools in Virginia* (SOA), effective September 28, 2000, require schools accredited with warning in English or mathematics to adopt and implement instructional methods that have a proven track record of success at raising student achievement. The Board of Education is required to publish a list of recommended instructional methods, which may be amended from time to time. The following is a list of models/programs that incorporate instructional methods that have proven to be successful in working with low achieving students. Prior to or concurrently with adopting any model/program a school is expected to align its curriculum with the Standards of Learning.

School divisions are permitted to choose instructional methods or models/programs that are not on the Board of Education's published list so long as they meet the following criteria.

Criteria for Recommended Models/Programs

- **Evaluation-based evidence of effectiveness:** Has the model/program been successfully implemented with low achieving students? Is there convincing documentation, through reliable measures or practical experiences before and after the intervention, that educationally significant improvement in student achievement occurred?
- **Implementation:** Does the program explain the essential ingredients necessary to make the program fully operational, including estimates of the costs, with respect to time and money, of implementation?
- **Replicability:** Has the model/program been successfully implemented with low achieving students in multiple locations?
- **Correlation with or adaptability to the Virginia Standards of Learning in English or mathematics**: Does the content of the model/program correlate with the Virginia Standards of Learning in English or mathematics? Can the content of the model/program be adapted to support the Virginia Standards of Learning?
- **Capacity for technical assistance:** Do the program managers have the capacity, in terms of technical assistance, to provide the staff development, consultation, and support necessary for successful implementation in a number of Virginia schools?

Models/Programs that Include Instructional Methods That Have Proven to Be Successful with Low-Achieving Students

Content-Based Models/Programs	CSRD Model*	Externally Recommended	Contact Information
Direct Instruction	***X***	B.	Bob Fox National Institute for Direct Instruction PO Box 11248 Eugene, OR 97440 Phone: 877-485-1973 or 541-485-1973 Fax: 541-683-7543 Web site: http://www.nifdi.org Bryan Wickman Association for Direct Instruction P.O. Box 10252 Eugene, OR 97440 Phone: 541-485-1293 Fax: 541-683-7543 Web site: http://www.adihome.org Kendra Feinberg JP Associates 131 Foster Avenue Valley Stream, NY 11580 Phone: 516-561-7803 Fax: 516-561-4066 Web site: http://www.jponline.com
Success for All	**X**		Success for All 200 West Towsontown Boulevard Baltimore, MD 21204-5200 Phone: 800-548-4998 Fax: 410-324-4444 E-mail: sfa@successforall.net Web site: http://www.successforall.net
Modern Red Schoolhouse	**X**		Karen White Production Manager Modern Red Schoolhouse 208 23rd Avenue North Nashville, TN 37203 Phone: 615-320-8804 Fax: 615-320-5366 E-mail: kwhite@mrsh.org Web site: http://www.mrsh.org

Content-Based Models/Programs	CSRD Model*	Externally Recommended	Contact Information
Roots and Wings	**X**		Roots & Wings 200 West Towsontown Boulevard Baltimore, MD 21204-5200 Phone: 800-548-4998 Fax: 410-324-4444 E-mail: sfa@successforall.net Web site: http://www.successforall.net
Core Knowledge	***X***		Constance Jones Director of School Programs Core Knowledge Foundation 801 East High Street Charlottesville, VA 22902 Phone: 804-977-7550 Fax: 804-977-0021 E-mail: jonescore@aol.com Web site: http://www.coreknowledge.org
Cooperative Integrated Reading and Composition (CIRC)	C. X		Dorothy Sauer CIRC Program Center for Social Organization of Schools 3505 North Charles Street Baltimore MD 21218 Phone: 1-800-548-4998 Fax: 410-516-6671 Web site: http://www.successforall.com
Breakthrough to Literacy	**X**		Trudy Larson 7651 Clifton Road Fairfax Station, VA 22039 Phone: 703-323-9306 Fax: 703-323-9306 Web site: http://www.earlyliteracy.com
National Writing Project (teacher training project)	D. X		Richard Sterling Executive Director National Writing Project 5511 Tolman Hall, #1670 University of California Berkeley, CA 94720 Phone: 510-642-0963 Fax: 510-642-4545 E-mail: nwp@socrates.berkeley.edu Web site: http://www-gse.berkeley.edu/Research/NWP/nwp.html

Content-Based Models/Programs	**CSRD Model***	**Externally Recommended**	**Contact Information**
Saxon Mathematics		***X***	Saxon Publishers, Inc. 2450 John Saxon Blvd. Norman, OK 73071 Phone: 800-284-7019 Fax: 405-360-4205 Web site: http://www.saxonpub.com
Cortez Management Mathematics Lab System		***X***	Cindy Hyman Vice President Cortez Management 100 Bridge St., Bldg. A Hampton, VA 23669 Phone: 757-722-2035
E. Open Court **Reading**		***X***	Lisa Popek 4400 Newport Drive Richmond, VA 23227 Phone: 804-264-6199 Web site: http://www.sra4kids.com Mary Ann Harris 1443 Washington Blvd. Huntington, W. VA 25701 Phone: 304-697-5907
Academy of Reading	F.	***X***	**Dennis Eichhorn or Judy Reed** **Instructional Impact, Inc.** **2139 N Street, NW** **Washington, DC 20037** **Ph# 202- 296-1046**
A. Plaid Phonics		***X***	Debbie Owens 11636 Smoketree Drive Richmond, VA 23236 Phone # 804-797-8414 Debbie.owens@pearsonlearning.com

*Comprehensive School Reform Demonstration Program (CSRD): As part of the federally funded CSRD program, the Virginia Department of Education has awarded

competitive grants to school divisions to implement these research-based models in specific Virginia schools.

Content-Based Models/Programs	CSRD Model*	Externally Recommended	Contact Information
Earobics[1]		***X***	Karen Niemi Cognitive Concepts, Inc. 990 Grove Street, Suite 3 Evanston, IL 60201 Phone: (847) 570-3581 *E-mail: kniemi@earobics.com*
Sadlier Phonics/Word Study Program		***X***	Linda Feeley Sadlier-Oxford Publishers *Phone: (804) 798-4402*
Sing, Spell, Read & Write		***X***	Debbie Owens Pearson Learning 11636 Smoketree Drive Richmond, VA 23236 Phone: (804) 797-8414 *E-mail:* *debbie.owens@pearsonlearning.com*
BoxerMath[2]		***X***	Boxer Learning Charisse Smith 800-736-2824
Cognitive Tutor[2]		***X***	Tom Begandy 1200 Penn Avenue Suite 150 Pittsburgh, PA 15222 412-683-6284

[1] This instructional model/program is a supplemental program to be used with a basal reading program.
[2] This instructional model/program is a supplemental program to be used with a basal mathematics program.

Direct Instruction

IN BRIEF

Developer	Siegfried Englemann
Year Established	1968
# Schools Served (Jan. 1968)	150
Level	K-6
Primary Goal	To improve academic performance so that by fifth grade, students are at least a year and a half beyond grade level
Main Features	*Field-tested reading, language arts, and math curricula *Highly scripted instructional strategies *Extensive training
Results	Numerous large- and small-scale evaluations have found significant positive effects on student achievement in reading, language arts, and/or mathematics
Impact on Instruction	To facilitate cross-class grouping, schools must coordinate schedules so that all teachers at a particular grade level teach major subjects at the same time
Impact on Organizational Staffing	Some teachers may be asked to serve as peer coaches
Impact on Schedule	To facilitate cross-class grouping, schools must coordinate schedules so that all teachers at a particular grade level teach major subjects at the same time
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Not emphasized
Technology	None required
Materials	Detailed materials provided by publisher

Origin/Scope
Direct Instruction has evolved from a theory of instruction developed by Siegfried Englemann of the University of Oregon. Englemann's early works focused on beginning reading, language, and math and were published by Science Research Associates in 1968 under the trade name DISTAR (Direct Instruction System for Teaching And Remediation). Over the past three decades, the original curricula have been revised and new ones developed through sixth grade (plus remedial programs and science programs for higher grades). These curricula have been incorporated into the comprehensive school reform model known as the Direct Instruction Model, which has been implemented in some 150 schools nationwide. Direct Instruction curricular materials have been used in hundreds more schools.

General Description
Englemann's theory of instruction is that learning can be greatly accelerated in any endeavor if instructional presentations are clear, rule out likely misinterpretations, and facilitate generalizations. He and his associates have developed over 50 instructional programs based on this theory. Each program is shaped through field tryouts. Student errors are carefully evaluated and lessons revised prior to publication. The lessons are carefully scripted and tightly sequenced.

The comprehensive Direct Instruction Model incorporates teacher development and organizational components needed to optimize use of these programs. Through substantial training and in-class coaching, teachers in the lower grades learn to present highly interactive lessons to small groups. Students make frequent oral responses, and teachers monitor and correct errors immediately. Students are placed at appropriate instructional levels based on performance, so those who learn rapidly are not held back and those who need additional assistance receive it. The model calls for inclusion of students with special needs except in the most extreme cases.

Although the Direct Instruction Model incorporates curricula for all areas, its reading, language arts, and math curricula can be implemented separately.

For more information, contact:

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Bryan Wickman
Association for Direct Instruction
P.O. Box 10252
Eugene, OR 97440
Phone: 541-485-1293
Fax: 541-683-7543
(The ADI refers schools and districts to Direct Instruction consultants around the U.S.)

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JP Associates
131 Foster Avenue
Valley Stream, NY 11580
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Success for All

IN BRIEF

Developer	Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University
Year Established	1987
# Schools Served (Jan. 1998)	747
Level	PreK-6
Primary Goal	Ensuring that all children learn to read
Main Features	*Schoolwide reading curriculum *Cooperative learning *Grouping by reading level (reviewed by assessment every 8 weeks) *Tutoring for students in need of extra assistance *Family support team
Results	Students in Success for All schools have consistently outperformed students in control schools on reading tests; effects have been even more pronounced for students in the bottom quartile
Impact on Instruction	Prescribed curriculum and cooperative learning in reading classes; other subjects not affected (see Roots & Wings for a description of other curricular components that can be added)
Impact on Organizational Staffing	Building advisory committee; full-time facilitator; family support team; tutors
Impact on Schedule	Daily 90-minute reading periods; tutoring
Subject-Area Programs Provided by Developer	Yes (reading)
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family support team works to increase parental involvement
Technology	None required
Materials	Detailed materials provided

B. Origin/Scope

Success for All was founded by Robert Slavin, Nancy Madden, and a team of developers

from Johns Hopkins University. It was first implemented in a single elementary school in Baltimore in 1987. The following year it expanded to six schools (five in Baltimore and one in Philadelphia). By January 1998, it had grown to 747 schools in 40 states.

General Description
Success for All restructures elementary schools (usually high poverty Title I schools) to ensure that every child learns to read in the early grades. The idea is to prevent reading problems from appearing in the first place and to intervene swiftly and intensively if problems do appear.

Success for All prescribes specific curricula and instructional strategies for teaching reading, including shared story reading, listening comprehension, vocabulary building, sound blending exercises, and writing activities. Teachers are provided with detailed materials for use in the classroom. Students often work cooperatively, reading to each other and discussing story content and structure. From second through sixth grade, students use basals or novels (but not workbooks). All students are required to spend 20 minutes at home each evening reading books of their choice.

Students are grouped according to reading level for one 90-minute reading period per day. The rest of the day they are assigned to regular age-grouped grades. Every eight weeks, teachers assess student progress using formal measures of reading comprehension as well as observation and judgment. The assessments determine changes in the composition of the reading groups and help identify students in need of extra assistance. Those students receive one-on-one tutoring for 20 minutes per day at times other than regular reading or math periods. First graders get priority for tutoring. Tutors are generally certified teachers, although well-qualified paraprofessionals may tutor children with less severe reading problems.

Because parental involvement is considered essential to student success, each Success for All school forms a Family Support Team, which encourages parents to read to their children, involves parents in school activities, and intervenes when problems at home interfere with a child's progress in school. The operation of Success for All is coordinated at each school by a full-time facilitator who helps plan the program and coach teachers. Finally, an advisory committee composed of the principal, facilitator, teacher and parent representatives, and family support staff meets regularly to review the progress of the program.

For more information, contact:
Success for All
200 West Towsontown Boulevard
Baltimore, MD 21204-5200
Phone: 800-548-4998
Fax: 410-324-4444
E-mail: sfa@successforall.net Web site: http://www.successforall.net

Modern Red Schoolhouse

IN BRIEF

Developer	Hudson Institute
Year Established	1992
# Schools Served (Jan. 1998)	43
Level	K-12
Primary Goal	To combine the rigor and values of the little red schoolhouse with the latest classroom innovations
Main Features	*Challenging curriculum *Emphasis on character *Integral role of technology *High standards for all *Individual education compact for each student
Results	Test scores of students in MRSh elementary schools have increased at multiple sites
Impact on Instruction	Teachers vary time and teaching approaches to ensure that all students pass "watershed assessments" in order to advance from primary to intermediate to upper divisions
Impact on Organizational Staffing	Technology specialist must be added to the staff
Impact on Schedule	Teachers may need to reschedule their day to accommodate interdisciplinary lessons and long-term projects
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Parents agree to help take responsibility for student performance through Individual Education Compacts; community helps define character development component
Technology	Sophisticated computer technology is required
Materials	Provided

Origin/Scope
Modern Red Schoolhouse (MRSh) was developed in 1992 by the Hudson Institute, a private, non-profit research organization. There are 43 MRSh schools in 11 states.

General Description
MRSh works in partnership with schools throughout the country to reinvent the virtues of the little red schoolhouse in a modern context.

At an MRSh school, students master a rigorous curriculum, develop character, and promote the principles of democratic government. These elements of the traditional red schoolhouse are then combined with innovative teaching methodologies and student groupings, flexibility in organizing instruction and deploying resources, and advanced technology as a learning and instructional management tool.

The core principle of MRSh is that all students can and will reach high academic standards. Mastery of subject matter is the only acceptable goal, regardless of a child's background, learning style, or pace. Because students learn at different rates and in different ways, instructional methodologies and time spent on lessons vary. This way, students progress through the curriculum in the ways that are best suited to their individual strengths and abilities.

MRSh strives to help all students achieve high standards through the construction of a standards-driven curriculum; traditional and performance-based assessments; effective organizational patterns and professional-development programs; and effective community-involvement strategies.

The primary tool for monitoring continuing progress is the Individual Education Compact, an agreement negotiated by the students, parents, and teacher. This "educational road map" establishes measurable goals, details parent and teacher responsibility for helping the student achieve, and lists services the school, parents, or community should provide.

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Web site: http://www.mrsh.org

Roots & Wings

IN BRIEF

Developer	Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University
Year Established	1993
# Schools Served (Jan. 1998)	747 schools use Success for All; over 200 of these have added Roots & Wings components
Level	PreK-6
Primary Goal	To guarantee that every child will progress successfully through elementary school
Main Features	*Research-based curricula *One-to-one tutoring *Family support team *Cooperative learning *On-site facilitator *Building advisory team
Results	Students in Roots & Wings schools have outperformed students in control schools
Impact on Instruction	Combination of prescribed curriculum with teacher-developed instruction in the areas of literacy, math, and social and scientific problem-solving
Impact on Organizational Staffing	Family support team; full-time facilitator; building advisory committee; one-to-one tutoring
Impact on Schedule	Schedule may need to be adjusted to incorporate curricular requirements
Subject-Area Programs Provided by Developer	Yes (reading, math, science, social studies)
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family support team works to increase strong school-home connections
Technology	None required
Materials	Provided (as part of the cost of design)

Origin/Scope

Roots & Wings, created in 1993 by Robert Slavin, Nancy Madden, and a team of developers at Johns Hopkins University, is a comprehensive, whole-school reform model

designed to place a high floor under the basic skills achievement of all students while building problem solving skills, creativity, and critical thinking. As of January 1998, Success for All, the reading component of Roots & Wings, is operating in 747 schools in 40 states. Over 200 of these schools have added the math, science, and social studies components that constitute Roots & Wings.

General Description
The purpose of Roots & Wings is to create well-structured curricular and instructional approaches for all elementary subjects, pre-kindergarten to grade 6, based on well-evaluated components and well-researched principles of instruction, assessment, classroom management, motivation, and professional development.

Roots & Wings builds on the Success for All program, initiated in 1987, which provides research-based curricula for students in pre-kindergarten through grade six in reading, writing, and language arts; one-to-one tutoring for primary grade students struggling in reading; and extensive family support services (see description of Success for All). To these, Roots & Wings adds MathWings, a practical, constructivist approach to mathematics for grades 1-5, and WorldLab, an integrated approach to social studies and science emphasizing simulations and group investigations for grades 1-5.

Roots refers to strategies that every child needs in order to meet world-class standards and to have good language skills, reading skills, and health. It involves early intervention for at-risk children, research-based curricula with extensive training support, one-to-one tutoring, integrated health and social services, and family support. Wings refers to a curriculum and instruction strategy designed to let children soar. Each school has a full-time facilitator to help implement the program, a Family Support Team to foster community and parent involvement, and a Building Advisory Team to evaluate the entire school climate and advise the principal on general direction and goals.

For more information contact:
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E-mail: sfa@successforall.net
Web site: **http://www.successforall.net**

Core Knowledge

IN BRIEF

Developer	E. D. Hirsch, Jr.
Year Established	1986
# Schools Served (Jan. 1998)	700+
Level	K-8
Primary Goal	To help students establish a strong foundation of core knowledge for higher levels of learning
Main Features	*Sequential program of specific grade-by-grade topics for core subjects *Rest of curriculum (approximately half) left for schools to design
Results	Single school quantitative and qualitative data demonstrate improved student achievement and equity -- specifically for students in lower performing schools
Impact on Instruction	Instructional methods (to teach core topics) are designed by individual teachers/schools
Impact on Organizational Staffing	Minimal
Impact on Schedule	Minimal
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Schools are expected to involve parents in planning and resource development
Technology	None required
Materials	Detailed material provided

Origin/Scope
The Core Knowledge Foundation is an independent, non-profit, non-partisan organization founded in 1986 by E. D. Hirsch, Jr. The foundation's essential program, a core curriculum titled the Core Knowledge Sequence, was first implemented in 1990. By January 1998, it was being used in more than 700 schools in 42 states.

General Description
Core Knowledge is an approach to curriculum based on the work of E. D. Hirsch, Jr. and described in his books Cultural Literacy and The Schools We Need and Why We Don't Have Them. The focus of the Core Knowledge approach is on teaching a common core of concepts, skills, and knowledge that characterize a "culturally literate" and educated individual. The purpose of the Core Knowledge approach is to increase academic performance as demonstrated on national and state norm- and criterion-referenced tests, to help narrow the gap between academic "haves" and "have nots," and to build consensus among teachers, parents, and administrators.

Core Knowledge is based on the principle that the grasp of a specific and shared body of knowledge will help students establish strong foundations for higher levels of learning. Developed through research examining successful national and local core curricula and through consultation with education experts in each subject area, the Core Knowledge sequence provides a consensus-based model of specific content guidelines for students in the elementary grades. It offers a progression of detailed grade-by-grade topics of knowledge in history, geography, mathematics, science, language arts, and fine arts, so that students build on knowledge from year to year in grades K-8. Instructional strategies are left to the discretion of teachers.

The Core Knowledge sequence typically comprises 50 percent of a school's curriculum; the other 50 percent allows schools to meet state and local requirements and teachers to contribute personal strengths. Teachers are also expected to provide effective instruction in reading and mathematics. The Core Knowledge curriculum is detailed in the Core Knowledge Sequence Content Guidelines for Preschool through Grade Eight and illustrated in a series of books entitled What Your (First-, Second- etc.) Grader Needs to Know.

Parental involvement and consensus building contribute to the success of the Core Knowledge sequence. Parents and community members are invited to be involved in obtaining resources, planning activities, and developing a schoolwide plan. The schoolwide plan integrates the Core Knowledge content with district and state requirements and assessment instruments. Additionally, parents and teachers are encouraged to cooperate in planning learning goals and lesson plans.

For more information, contact:

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Cooperative Integrated Reading and Composition (CIRC)

IN BRIEF

Developer	Center for Social Organization of Schools, Johns Hopkins University
Year Established	1986
# Schools Served (Jan. 1998)	About 1,000
Level	2-8
Primary Goal	To improve reading and writing skills
Main Features	*Story-related activities in teams *Direct instruction in reading comprehension *Integrated language arts/writing
Results	Improved reading and writing achievement
Impact on Instruction	Increased cooperative learning practices; focus on literature and basals; focus on higher-order learning
Impact on Organizational Staffing	Reorganizes classroom for student teamwork; requires no extra staffing
Impact on Schedule	Longer reading periods are encouraged
Students Served	
Title I	Yes
English-language learners	Yes, through Bilingual Cooperative Integrated Reading and Composition (BCIRC)
Urban	Yes
Rural	Yes
Parental Involvement	Encouraged but not required
Technology	Schools apply existing technology
Materials	Teachers' manuals; curriculum materials matched to basals and novels

Origin/Scope
Research and development on cooperative learning began at the Johns Hopkins University Center for Social Organization of schools in 1970. Cooperative Integrated Reading and Composition (CIRC) was developed in collaboration with schools during 1986-88 to provide elementary schools with a full comprehensive reading and writing curriculum based on research on cooperative learning and research on effective reading and writing practices. CIRC is now used in grades 2-8. Development of materials and processes has continued based on use of the program in schools. Program developers include Robert Slavin, Robert Stevens, Nancy Madden, and Anna Marie Farnish.

In 1987, research and development of Bilingual Cooperative Integrated Reading and Composition (BCIRC), the program's Spanish adaptation, was begun.

General Description
CIRC provides curricula and instructional practices for teaching reading and writing. The practices include use of reading groups, students working in teams, story-related activities, partner reading, story grammar and story-related writing, words-out-loud exercises, word meaning exercises, story retell, partner checking, regular assessment, direct instruction in reading comprehension, independent reading, and integrated writing and language arts. CIRC includes curriculum materials to be used in these processes.

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Center for Social Organization of Schools
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Breakthrough to Literacy

IN BRIEF

Developer	Carolyn Brown and Jerry Zimmermann, University of Iowa
Year Established	1981
# Schools Served (Jan. 1998)	Over 1,850
Level	K-2
Primary Goal	To teach connection of oral language to print
Main Features	*Daily story reading *Interactive computer software *Print materials to integrate computer curriculum *Children progress at their own pace
Results	Breakthrough students in several districts have scored higher on standardized reading tests than students in control groups have
Impact on Instruction	Suggested routine for 10-15 minutes of reading interaction and 15-20 minutes on the computer (in reading classes only)
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	In the developmental stages
Urban	Yes
Rural	Yes
Parental Involvement	Parents are asked to read to their child and listen to the child "read" to them every night
Technology	Computer software is provided; 2-3 computers and 1 printer per classroom are necessary
Materials	Provided

Origin/Scope
Breakthrough to Literacy was founded by Carolyn Brown and Jerry Zimmermann in 1981 at the University of Iowa. Since its initial implementation in Dallas public schools in 1994, Breakthrough (previously called Foundations in Reading) has been adopted in over 1,100 schools in 19 states, serving over 25,000 children.

General Description
Breakthrough to Literacy focuses on teaching pre-kindergarten through second grade students to relate oral language and pictures to print. The program provides each child, at his or her level of language/literacy development, stories and access to direct and explicit instruction for phonemic awareness. This is achieved through the use of "big books," pupil books, and computer modules.

The typical Breakthrough classroom focuses on one big book per week (10-15 minutes per day). The book is read to the children every day with a different objective. On Monday, for example, the objective is introduction. The teacher introduces the author and illustrator and reads the book to the students. They discuss what they liked or disliked about it and then the teacher reads it again. On Tuesday, the objective is review. The teacher asks the children to recall what they learned the previous day and to role play based on the story's characters. Wednesday, integration is the focus. The children are asked to relate what they've learned to something in their own lives; and so on through Friday.

Children also spend 15-20 minutes per day at the computer making connections between what they have "read" and what they see on the computer screen, and vice versa. When the teacher chooses a new big book, the children have already seen those words on the computer several times. This combination of literature-based instruction and instructional technology is intended to help the children develop better phonemic awareness, enhance their vocabulary development, and promote an understanding of sound-symbol relationships. Children progress through the program at their own pace due to daily one-on-one sessions with teachers and computers.

The program does not end in the classroom, however. Parents are urged to read to their children and have stories "read" to them every night.

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National Writing Project

IN BRIEF

Developer	James Gray, University of California, Berkeley
Year Established	1974
# Schools Served (Jan. 1998)	160 sites
Level	K-16
Primary Goal	To improve the teaching of writing
Main Features	*Teachers-teaching-teachers model of professional development *Local and national networks of exemplary practitioners *Professional development programs designed collaboratively with schools and districts to reflect local needs *Writing promoted as a tool for learning across the curriculum
Results	In two studies, NWP students (including English-language learners) have had higher grades, writing assessment scores, and/or college placement rates than students in control groups
Impact on Instruction	Provides strategies for linking instruction, curriculum, standards, and assessment in the teaching of writing
Impact on Organizational Staffing	None required
Impact on Schedule	None required
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Professional development programs can be designed with parent engagement components
Technology	Professional development programs can be designed with technology components
Materials	None required

Origin/Scope
The National Writing Project (NWP) began in 1974 at the University of California, Berkeley where its founder, James Gray, established a program for K-16 teachers called the Bay Area Writing Project. The NWP has now been replicated at 160 sites in 46 states and Puerto Rico.

General Description
The NWP has three major goals: (a) to improve the teaching of writing at all grade levels, (b) to improve professional development programs for teachers, and (c) to improve the professional standing of classroom teachers. Writing Project sites are typically housed in universities and serve multiple schools and school districts. Local sites accomplish these goals by supporting a K-16 network of exemplary teachers of writing who are able to work with schools around their professional development needs.

In practice, each local site identifies and recruits exemplary teachers for an annual invitational institute on its campus. Most often held in the summer, this intensive institute convenes teachers to demonstrate and examine their approaches to teaching writing; consider strategies for using writing as a tool in all subject areas; learn about how to teach writing by writing themselves; study theory and research underpinning best practices in the teaching of writing; and prepare themselves to lead professional development programs in the schools during the academic year.

Writing project workshops in the schools, then, are characterized first by the fact that they are taught by credible teachers, the graduates of the invitational institutes. Second, these workshops are tailored to the needs of the contracting school or district. The local project works in concert with the school faculty to design full professional development programs with sessions matched to the school, teacher, and student context. Programs are conducted in a series, rather than as one-shot events, so that teachers can receive support as they make changes in their practices. Third, writing project programs can be designed to include features like peer coaching or to work with regular school support structures like school improvement committees or grade level teams.

National Writing Project sites also provide an array of other programs to serve individual teachers and schools, such as open enrollment summer institutes, teacher research groups, assessment workshops, emergent literacy programs, a series on writing across the curriculum, support for new teachers, writing and reading conferences, young writer's programs, seminars and study groups, and parent workshops. Program offerings at local sites typically reflect the needs and interests of teachers in their service areas.

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Web site: http://www-gse.berkeley.edu/Research/NWP/nwp.html

Saxon Mathematics

IN BRIEF

Developer	Saxon Publishers
Year Established	1980
# of Schools Served	Estimated 5500 school districts in US 23 schools in Virginia
Level	K-12
Primary Goal	To provide students an opportunity to learn mathematics through gradual development of concepts and the practice of those concepts extended over a considerable amount of time.
Main Features	K-12 mathematics program based upon incremental development, continual practice and review, and cumulative assessments at regular intervals.
Results	Schools that have used the program have shown increases on a variety of norm referenced and criterion referenced tests.
Impact on Instruction	Scripted lessons for teacher use.
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes (Spanish version available)
Urban	Yes
Rural	Yes
Parental Involvement	No indication
Technology	No mention of use
Materials	Supplemental materials available through grade 8.

Origin/Scope
The Saxon publishers, founded in 1980 by John Saxon, offers a complete mathematics program for teachers for grades K-12. It is now being used by an estimated 5500 school divisions across the United States. There are a number of urban centers that have adopted the Saxon mathematics program for use with special populations.

General Description
The Saxon mathematics program seeks to improve student learning of mathematics through gradual development of concepts and the practice of those concepts extended over a considerable amount of time. These methods are called incremental development and continual review. The Saxon program began with the publication of John Saxon's first book for Algebra I in 1980. By 1993, the company had published thirteen books and programs for kindergarten through high school calculus.

Saxon's mathematics program provides teachers with step by step lesson explanations and examples to use with students. The K-4 program provides students experiences with manipulatives and mental mathematics. The remainder of the program is based in the incremental development and continual review method.

For more information, contact:
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2450 John Saxon Blvd.
Norman, OK 73071
Phone: 800-284-7019
Fax: 405-360-4205

Cortez Management Math Lab Program

IN BRIEF

Developer	Cortez Management Corporation
Year Established	1999
# of Schools Served	17 in 1999 and 22 in 2000
Level	Grade 4 – Algebra II
Primary Goal	To provide mastery based learning and individualized instruction in mathematics.
Main Features	Computers deliver the individualized instruction and the teachers act as "guides on the side" providing direct instruction in small groups of 5-7 students.
Results	In the 8 school divisions where the program was used, Standards of Learning scores showed significant increases. (119% in high school scores, 32 % in eighth grade scores, and 35% in fifth grade scores)
Impact on Instruction	Students are presented with content using technology and small group instruction.
Impact on Organizational Staffing	Usually requires a lab administrator
Impact on Schedule	None
Students Served	
Title I	No indication
English-language learners	No indication
Urban	Yes
Rural	Yes
Parental Involvement	No indication
Technology	Fully used
Materials	Program provides supporting materials needed for implementation.

Origin/Scope
The Cortez Management Math Lab was developed at the request of Virginia division superintendents, based on the Virginia Tech Math Emporium. The Cortez Management Corporation initiated the pilot in January 1999 with four schools in three school divisions. It is now being used in 22 schools in nine school divisions.

General Description
The Cortez Management Math Lab incorporates mastery based learning and individualized instruction appropriate for grades four through Algebra II. Computers deliver the individualized instruction and the teachers act as "guides on the side" providing direct instruction in small groups of 5-7 students.

All the essential elements of the program implementation and costs are fully described and readily available. The program requires computer utilization for each student each instructional day, software purchases, a lab administrator, management fees, three days teacher training per year, and two days staff development during the school year for one teacher per school.

For more information, contact:
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Open Court Reading

In Brief

Developer	SRA/McGraw Hill
Year Established	2000; Newest series
#Schools Served (December 2000)	200+
Level	K - 6
Primary Goal	To teach children to read through a well-designed, systemstic program, balancing phonics and literature.
Main Features	*Children read authentic literature in the Student Anthology by the middle of Grade 1. *Carefully builds the foundations for reading *Engages students in Constructing meaning from text *Incorporates writing as a form of learning and personal communication *Provides teachers with tools to teach
Results	Many studies show gains in student performance
Impact on Instruction	Three-part lesson plan: Preparing to Read: the first part of each lesson includes the decoding and word building skills of reading. Reading and Responding: The second part emphasizes comprehension skills and strategies as students read the lesson selected. Integrating the Curriculum: The third section engages students in the writing process and develops essential language arts skills. Independent Work Time: Meets individual needs through re-teaching.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes. In reading.
Students Served	
Title I	Yes
English-language learner	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Home Connection: Unit letters are sent to parents.
Technology	CDROM Phonics for grades K, 1, 2, and 3. CDROM Lesson Planner for teachers CDROM Research Assistant for teachers
Materials	Complete set of reading materials for each grade level.

Origin/Scope
Open Court Reading has provided an approach to beginning reading instruction since the early 1960s. The approach has recognized that if children are to learn to read with fluency and comprehension, they need explicit, systematic skills instruction and rich experiences with authentic literature.

General Description
Open Court Reading is built upon the following principles: high expectations and support for all students; research based teaching (37 years); systematic, explicit phonics instruction; authentic literacy experience; and meaningful comprehension and integrated instruction.

For more information, contact:
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Ph# 804-264-6199

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Academy of Reading

Developer	AutoSkill International Inc.
Year Established	1995
# 0f Schools Served	100+
Level	K – 12; Emphasis on Middle School
Primary Goal	**For emerging readers: to create a solid foundation to support higher skills; foundations include phonemic awareness, decoding skills, and comprehension abilities.** For upper elementary and middle school students who struggle with reading: to give students a foundation in phonemic awareness and decoding skills that will improve comprehension.
Main features	Computer based instruction; battery of tests that provides teachers with the means to analyze in detail students' reading ability; a program designed for each student's reading profile.
Results	Research results from a wide range of studies show dramatic gains for middle school students; most schools in Virginia that have implemented the program have experienced solid gains in students' reading level; little data as of Spring 2000 on impact on SOL tests.
Impact on Instruction	Requires students to spend 30 minutes per day on Academy of Reading Program.
Impact on Organizational Staffing	None
Impact on Schedule	Time must be found for students to complete the program. Most schools that have adopted have developed a Middle School Reading block.
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parent Involvement	No specific program
Technology	Significant use of computers required. Either in a computer lab format or enough computers in a classroom to allow students who need instruction to spend 30 minutes per day.
Material	Provided software

Origin/Scope
Academy of Reading was developed by two Canadian researchers, Dr.Christina Fiedorowicz and Dr. Ronald Trites, in the 1980s for use with learning disability students. By 1993 they recognized that their reading program would be useful to Reading Delayed students as well as Reading Disabled students.

General Description
The Academy of Reading builds the phonemic awareness of students, develops their decoding skills, and improves their comprehension abilities. The program's modular design allows teachers to customize the student's instruction in all three areas based on the student's individual requirements. The approach to instruction is based on a neuro-psychological theory on how the brain processes and retains information. Students working at the precise level at which they need instruction are immersed in the reading material until they obtain "automaticity" on a particular reading skill.

The program allows three levels of implementation. The first implementation model addresses the needs of students in grades K-3. This model utilizes the various training components of the Academy of Reading as an early intervention tool. In this approach, students master a variety of skills from phonemic awareness, visual matching, auditory visual matching and comprehension strategies. By mastering the battery of component skills, a student will have acquired the requisite basic skills to be a successful reader by the end of the third grade.

The second implementation model addresses the intervention needs of students in grades 4-8. This approach uses a Cloze paragraph assessment to determine the degree of reading delay. Based on this assessment the students are assigned into one of three streams: 1) Auditory – Visual Matching is assigned to students 1 – 2 grade levels behind; 2) Visual is assigned to students 3 or more grade levels behind; and 3) Students who require substantial motivation, or are learning English for the first time are supplemented with a course of phonemic awareness instruction. All students are gradually assigned higher-order tasks as they progress through the material of the Academy of Reading.

The third implementation approach addresses the needs of mature students in high school and adult education. The model uses the same logic as the Grade 4 – 8 model, but substitute adult for child content.

For additional information, contact:

Dennis Eichhorn or Judy Reed

Instructional Impact, Inc.

2139 N Street, NW

Washington, DC 20037

Ph# 202- 296-1046

Pearson Learning
Modern Curriculum Press
"Plaid" Phonics

Developer	Modern Curriculum Press
Year Established	1960
# 0f Schools Served	100+
Level	K – 6
Primary Goal	"Plaid" Phonics is a supplemental program that includes systematic, explicit, intensive and comprehensive phonics instruction. The program matches the necessary elements of a successful reading program described in research from Chall, (1967) to Lyons (1998).
Main features	This program reflects instructional principles founded on scientific research relevant to direct instruction of phonics and the development of reading skills. The instructional strategies implemented in "Plaid" Phonics are based on four components of balanced reading instruction that have been identified by research: phonemic awareness, systematic phonics/decoding, fluency, and comprehension.
Results	Independent validation study was conducted and results show that "Plaid" Phonics was effective in teaching students phonics.
Impact on Instruction	"Plaid" Phonics is a supplemental program and is used at the teacher's discretion
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parent Involvement	No specific program
Technology	None
Material	Provided materials

Origin/Scope
The program was founded by Dr. Clarence E. Elwell who studied the problems of remedial readers at Harvard and noticed that many had not been taught phonics strategies. Over the years "Plaid" Phonics has been continuously revised to reflect the latest research on teaching reading in the classroom. Currently the program is in the tenth edition.

General Description
"Plaid" Phonics is based on four components of balanced reading instruction that have been identified by research: phonemic awareness, systematic phonics/decoding, fluency, and comprehension. Each component has a sequenced set of activities with appropriate material and a teacher resource guide.

For additional information, contact:

Debbie Owens
11636 Smoketree Drive
Richmond, VA 23236
Phone # 804-797-8414
Debbie.owens@pearsonlearning.com

Earobics Literacy Launch

IN BRIEF

Developer	Cognitive Concepts, Inc.
Year Established	1999
# of Schools Served	School districts in all 50 states, 3 school divisions in VA
Level	K-3
Primary Goal	Earobics is a supplemental reading program designed to improve the skills necessary for academic success in reading and literacy development.
Main Features	Software program that provides individualized, systematic instruction and practice in phonemic awareness and other early literacy skills. The software automatically adjusts to the skill level and progress of each student and collects performance data by class.
Results	Statistically significant gains on standardized tests have been made in phonological awareness, spelling and decoding.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes
Urban	NA
Rural	NA
Parental Involvement	There is a parent component.
Technology	Uses a computer to run the software.
Materials	Supplemental big books and books on tape/video are available.

Origin/Scope
The Earobics Literacy Launch is based on 20 years of research in the area of literacy development. The program incorporates research findings that identify the crucial skills necessary for academic success in reading as well as proven techniques for providing instruction in those key areas of literacy development. The Earobics Literacy Launch has been proven effective in increasing teacher understanding of literacy and student performance on standardized assessments in a number of implementations across the country.

General Description
This is a supplemental program designed to assist students who have been identified with particular deficiencies. Students use Earobics software for a minimum of three 20-minute sessions per week and receive teacher guided instruction with correlated Earobics materials.

For more information, contact:
Karen Niemi
Cognitive Concepts, Inc.
990 Grove Street, Suite 3
Evanston, IL 60201
Phone: (847) 570-3581
E-mail: kniemi@earobics.com

Sadlier Phonics/Word Study Program

IN BRIEF

Developer	Sadlier-Oxford
Year Established	Revised 2001
# of Schools Served	10 schools in Virginia
Level	K – 6 (Phonics K – 3; Word Study 4 – 6)
Primary Goal	Provide students with the training they need in phonemic awareness and phonics skills and then provide opportunities to transfer and apply newly learned skills in decodable text and real reading experiences.
Main Features	This is a thematically-based phonics and word study program. The phonics and word study skills and strategies in each unit are explicitly and systematically taught in the context of literature and writing.
Results	This program is currently being used in Title I schools and REA (Reading Excellence Act) schools. Students in these schools have improved PALS scores.
Impact on Instruction	Teacher-directed program
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	There is a component in the materials.
Technology	Interactive Web site for teachers
Materials	Textbook, phonics picture cards

Origin/Scope
This program was revised by Lesley Morrow, professor of literacy, at Rutgers University and Richard Vacca, professor of education, at Kent State University. This kindergarten through sixth-grade program is based on the current research findings of the National Reading Panel, Preventing Reading Difficulties in Young Children, and Every Child Reading: An Action Plan.

General Description
This program provides students with a solid foundation in phonics and word study skills and strategies. The key components of these programs are: phonemic awareness, alphabetic knowledge, explicit and systematic phonics instruction, oral language and vocabulary development, word study strategies, reading comprehension, spelling, writing and assessment.

For more information, contact:
Linda Feeley
Sadlier-Oxford Publishers
Phone: (804) 798-4402

Sing, Spell, Read & Write

IN BRIEF

Developer	Modern Curriculum Press
Year Established	1975
# of Schools Served	26 school divisions in VA
Level	K-1
Primary Goal	To make every child an independent reader by the end of first grade
Main Features	The program features scientifically-based elements of balanced reading instruction that includes: phonemic awareness; systematic, explicit, intensive phonics, reinforced with connected decodable text; multiple readings (oral, silent, individual and shared) to provide practice and build fluency; and comprehension strategies that develop higher-order thinking skills. These fully-correlated elements are reinforced with research-based multimodal strategies that fully engage every child regardless of learning style.
Results	Schools that have used the program have shown significant increases in reading scores on norm referenced tests.
Impact on Instruction	Requires the use of movement, song, and game to provide a positive stimulation that allows for active participation that does not always occur in traditional instructional approaches. Lessons are scripted for teachers.
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Included in teacher's edition
Technology	CD and audiocassettes
Materials	Curriculum is a package of necessary manuals and resources.

Origin/Scope
The "Sing, Spell, Read & Write" program was developed more than 30 years ago by a primary school teacher. The program was originally published in 1975 and revised in 1997.

General Description
The primary goal is to make every child an independent reader by the end of first grade. This is accomplished through a carefully sequenced system of phonics-based instruction that builds upon previously taught skills. The infusion of music into the instructional strategies engages the child in a fun activity, creates a stimulating atmosphere, accelerates learning and helps to develop the automaticity required to achieve fluency and skill mastery.
There is a scope and sequence chart included for tracking individual student progress and for acting as a classroom management tool.

For more information, contact:
Debbie Owens
Pearson Learning
11636 Smoketree Drive
Richmond, VA 23236
Phone: (804) 797-8414
Email: debbie.owens@pearsonlearning.com

BoxerMath

IN BRIEF

Developer	Boxer Learning
Year Established	1995
# of Schools Served	Estimated 2165 schools in US 22 school districts in Virginia
Level	3-12
Primary Goal	To provide students an opportunity to learn mathematics through gradual development of concepts and the practice of those concepts extended over a considerable period of time
Main Features	BoxerMath courses and lessons combine the purposeful use of technology and a consistent pedagogical design, Discovery-Confirmation-Practice, to provide to students multiple opportunities for learning.
Results	In Algebra I, Goochland High School noted a 20% gain at the end of 2001 school year implementation. Granby High School in Norfolk had 9% higher geometry scores with students who used BoxerMath as compared to those who did not use the program. Prince Edward Algebra I students scored 35 points higher on the EOC test.
Impact on Instruction	Supplementary instruction model that gives students the opportunities to discover mathematical concepts in the context of structured instruction in a technology rich environment
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	The program is available via the Internet. Parents can check student progress through reports available electronically.
Technology	Web based delivered via the Internet
Materials	Supplemental materials available via the Internet for grades 3-12

Origin/Scope
The 1991 NCTM Standards for Teaching Mathematics included recommendations to incorporate technology as a tool for learning and instruction. Subsequent studies such as that published by Clements and McMillen (1996) confirmed the effectiveness of "computer manipulatives" in helping students to "clearly and easily see abstract concepts". BoxerMath emphasizes conceptual understanding and factual and procedural knowledge.

General Description
BoxerMath courses involve students actively in the learning process and allow them to tangibly interact with abstract concepts. The program generates student interest and highlights the relevance of material in cross-curricular areas, reaches students at all ability levels, and allows students to come to their own understanding in their own words. BoxerMath addresses a wide variety of learning styles and reinforces understanding.

Teachers, students, and parents can use the instructional materials and review student data from any Internet-enabled computer. The program provides accountability and control over the student experience.

For more information, contact:
Boxer Learning
Charisse Smith
800-736-2824

Cognitive Tutor

IN BRIEF

Developer	Carnegie Learning
Year Established	1991
# of Schools Served	Estimated 150 schools in US 9 school districts in Virginia
Level	Secondary
Primary Goal	To provide students an opportunity to receive individualized attention, maximizing the amount of time spent actively learning and mastering fundamental sets of knowledge and skills
Main Features	Three of the most effective features of Cognitive Tutor are constant student monitoring, just-in-time help, and individualized skills tracking. Constant monitoring uses model tracing and compares student work against a model, much as a human tutor would. The model recognizes multiple solution paths and only interferes when the student is going astray. Just-in-time help offers a help button. Individualized skills tracking monitors student actions and proposes remediation when appropriate. The software monitors the status of the student's knowledge on a continual basis and tailors course material based on these continual assessments.
Results	Schools that have used the program have shown increases on a variety of norm-referenced and criterion-referenced tests.
Impact on Instruction	Supplementary model that, on a traditional schedule, uses the computer lab for 2 days out of 5 and the regular classroom for the remaining 3 days
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family Algebra Nights are recommended. Software may be loaded on a home computer.
Technology	Local server based
Materials	School may reproduce books or may purchase books.

Origin/Scope
Carnegie Learning was formed after 15 years of cognitive research on teaching and learning at Carnegie Mellon University. Cognitive Tutor promotes active learning to improve students problem-solving and critical-thinking skills.

General Description
Cognitive Tutor programs are designed to assist student-thinking and problem-solving skills. The software employs a proprietary tutoring model that fosters the development of procedural and conceptual knowledge by allowing students the opportunity to learn by doing. The Cognitive Tutor programs build a model of each student's strengths and weaknesses, and then provide instructional assistance in the context of problem-solving activities.

Carnegie Learning's curricula include yearlong programs for Algebra I, Geometry, and Algebra II. The programs are implemented by mixing three days of classroom curriculum with two days using the Cognitive Tutor software on the computers. Classroom activities include traditional lecture, collaborative problem-solving activities, and student presentations. Computer time is spent solving "real-life" problems that incorporate the active use of spreadsheets, graphs, equation solvers, and other tools, depending on the student's success.

For more information, contact:
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Pittsburgh, PA 15222
888-851-7094 (ext. 456)

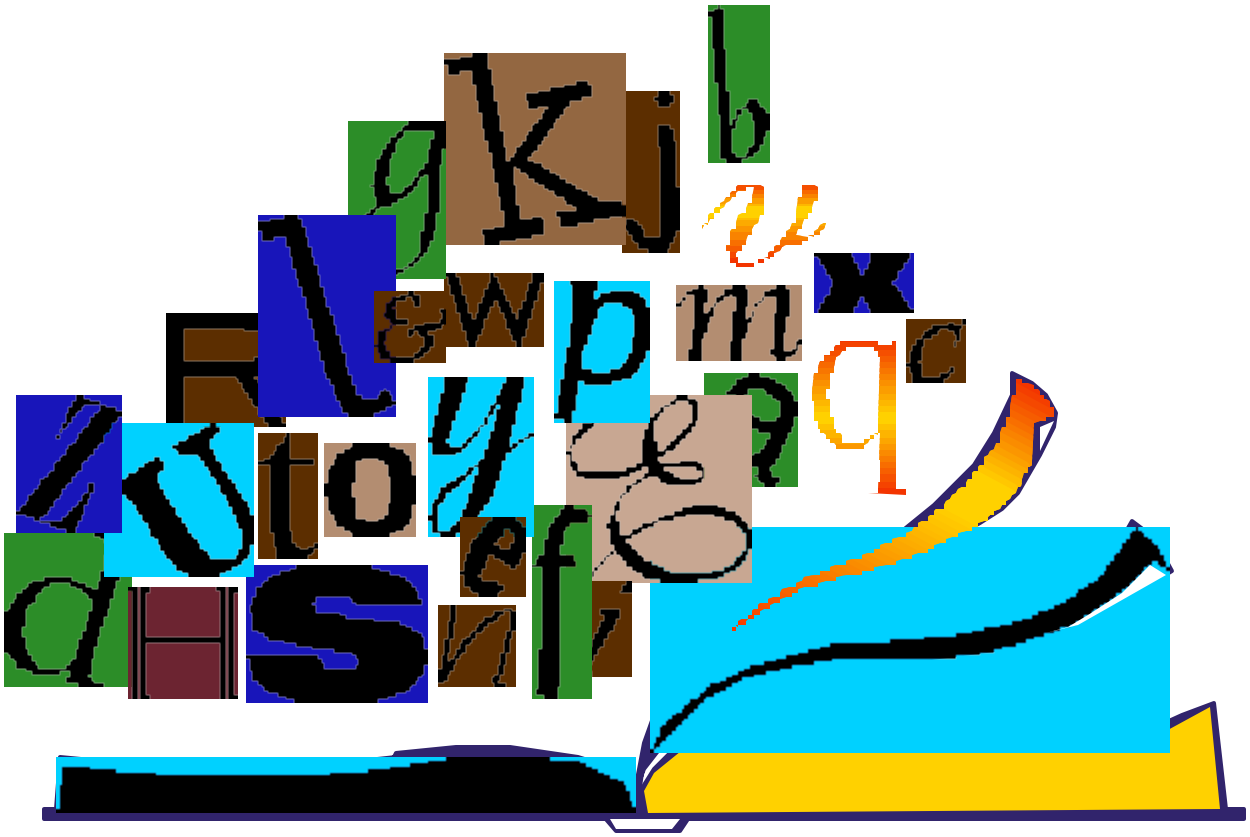
Appendix B

Effective Elementary Reading Programs
Assessment and Planning Instrument

and

Assessment Instrument for Planning
Effective Professional Development in Reading

Effective Elementary Reading Programs Assessment and Planning Instrument



Virginia Department of Education
Office of Elementary Instructional Services

Assessment and Planning Instrument for Effective Elementary Reading Programs

School: _____

Date:_____

Position (check one)

_____Administrator

_____Classroom Teacher

_____ Reading Specialist

_____Years of Teaching Experience

Grades Taught (if applicable)

_____Kindergarten

_____First Grade

_____Second Grade

_____Third Grade

_____Fourth Grade

_____Fifth Grade

_____Years at This School

Directions

Based on your knowledge of the school's reading program (e.g., goals, assessments, materials, time) use the following criteria to evaluate your impressions of the implementation of the schoolwide reading program.

Check either yes or no for each item. For each item checked yes, provide brief comments to support your answer. The criteria is organized into the following categories:

A. Administration/Organization/Communication
B. Goals/Objectives/Priorities
C. Assessment
D. Instructional Practices and Materials
E. Differentiated Instruction/Grouping/Scheduling
F. Instructional Time
G. Professional Development

A. Administration/Organization/Communication – Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.		
Evaluation Criteria	**Documentation of Evidence**	
1. Administrators are knowledgeable of the Virginia English Standards of Learning.	Yes ___ No ___	
2. Administrators are knowledgeable of the dimensions of reading: phonemic awareness, phonics, fluency, vocabulary development, and comprehension.	Yes ___ No ___	
3. Administrators are knowledgeable of current scientifically-based reading research. a) Preventing Reading Difficulties In Young Children b) Starting Out Right c) Report of the National Reading Panel d) Every Child Reading: An Action Plan e) Every Child Reading: A Professional Development Guide f) Teaching Reading Is Rocket Science g) Put Reading First – The Research Building Blocks for Teaching Children to Read.	Yes ___ No ___	
4. Administrators work with staff to create a coherent schoolwide plan for reading instruction and institute practices to support the school's reading goals.	Yes ___ No ___	

A. Administration/Organization/Communication continues – Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.		
Evaluation Criteria	**Documentation of Evidence**	
5. Administrators maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.	Yes ___ No ___	
6. Grade-level teams are established and supported to analyze reading performance and plan instruction.	Yes ___ No ___	
7. Time is allocated for educators to analyze, plan, and refine instruction.	Yes ___ No ___	
8. Time is allocated for educators to make instructional decisions that improve the coordination of instruction from one grade level to the next.	Yes ___ No ___	
9. Concurrent instruction (e.g., Title I, Early Intervention Reading Initiative, and special education) is coordinated with and supplements regular classroom reading instruction.	Yes ___ No ___	
10. A communication plan for reporting and sharing student performance with teachers, parents, and other stakeholders is in place.	Yes ___ No ___	

B. Goals, Objectives, Priorities – Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.		
Evaluation Criteria	**Documentation of Evidence**	
1. This school has a written schoolwide literacy plan that has clearly defined and measurable goals and objectives for each grade level.	Yes ___ No ___	
2. Goals and objectives are based in part on analysis of available data.	Yes ___ No ___	
3. Goals and objectives are prioritized and organized by the dimensions of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Yes ___ No ___	
4. Goals and objectives are commonly understood and consistently used by teachers and administration with and between grades to evaluate and communicate student learning and improve practice.	Yes ___ No ___	
5. The schoolwide literacy plan guides instructional and curricular decisions (e.g., time allocation, curriculum program adoptions, and materials).	Yes ___ No ___	

C. Assessment – Instruments and procedures for assessing reading achievement are clearly specified, measure important skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.

Evaluation Criteria	**Documentation of Evidence**	
1. A schoolwide assessment system and database is established and maintained for documenting student performance and monitoring progress.	Yes ___ No ___	
2. Measures assess student performance on prioritized goals and objectives.	Yes ___ No ___	
3. Measures have established technical adequacy (i.e., reliability and validity).	Yes ___ No ___	
4. All users receive training and follow-up on measurement administration, scoring, and data interpretation.	Yes ___ No ___	
5. These assessment and evaluations are used with all students: <u>Screening Assessments</u> 1. At kindergarten and first grade, every student is screened for phonemic awareness, alphabetic knowledge, and understanding of basic language concepts. 2. At the beginning of the year all students are screened to determine independent and instructional reading levels.	Yes ___ No ___	

C. Assessment continues –Instruments and procedures for assessing reading achievement are clearly specified, measure important skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.		
Evaluation Criteria	***Documentation of Evidence***	
5. Continues <u>Informal Assessments</u> On a regular basis, students are informally assessed for word knowledge, spelling, reading rate and accuracy, and story retellings. <u>End-of-year Assessments</u> Every student is assessed at the end of the school year to inform parents, teachers, and district administrators about student progress.		
6. Measures are administered formatively throughout the year to document and monitor student reading performance (i.e., quarterly for all students).	Yes ___ No ___	
7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction.	Yes ___ No ___	
8. The building has a "resident" expert to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	Yes ___ No ___	

D. Instructional Programs and Materials – The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.		
Evaluation Criteria	**Documentation of Evidence**	
1. A validated process based on scientifically-based criteria is used to select instructional materials.	Yes ___ No ___	
2. The core instructional program adopted and implemented school-wide: a) is research-based, b) is aligned with the Virginia English Standards of Learning, c) supports the school's goals and objectives, and d) has documented evidence of improving student achievement.	Yes ___ No ___	
3. Research-based criteria are used to establish systematic instruction and sufficient practice in the components of reading. **A. <u>Phonemic Awareness</u> - Kindergarten and First Grade** The ability to hear, identify, and manipulate individual sounds in spoken language. • identify phonemes • categorize phonemes • blend phonemes into words • segment words into phonemes • delete or add phonemes to form new words, and • substitute phonemes to make new word.	Yes ___ No ___ Yes ___ No ___	

D. Instructional Programs and Materials continues – The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.		
Evaluation Criteria	**Documentation of Evidence**	
B. <u>Alphabetic Knowledge</u> - Kindergarten The ability to recognize, name, and write letters.	Yes ___ No ___	
C. <u>Phonics Instruction</u> - Kindergarten, First, and Second Grades Teaches students how to decode and encode words. • students learn the relationships between the letters of written language and the sounds of spoken language • instruction leads to an understanding of the alphabetic principle – the systematic predictable relationships between written letters and spoken sounds • instruction is systematic - the plan of instruction includes a selected set of letter-sound relationships that are organized into a logical sequence • instruction is explicit - the programs provide teachers with precise directions for the teaching of these relationships, and • ample opportunities are provided for students to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.	Yes ___ No ___	

D. Instructional Programs and Materials continues – The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.

Evaluation Criteria	Documentation of Evidence	
D. <u>Decodable Text</u> - Kindergarten and First Grade Text in which a large proportion of words (80%) comprised sounds-symbol relationships that have already been taught. • instruction provides practice with specific decoding skills, and • instruction bridges learning phonics and applying phonics in independent reading of text.	Yes ___ No ___	
E. <u>Fluency</u> - First, Second, and Third Grades The ability to read a text accurately and quickly. • students understand what they read • fluent reading is modeled, and • students engage in repeated oral reading of text at the students' independent reading level.	Yes ___ No ___	
F. <u>Vocabulary</u> - All Grades The words we must know in order to communicate effectively. • students engage in oral language, listen to adults read to them, and read extensively on their own • students are explicitly taught both individual words and word learning strategies, and • word strategies are taught: how to use dictionaries and other reference aids; how to use information about word parts to figure out the meanings of words in text, and how to use context clues to determine word meaning.	Yes ___ No ___	

D. Instructional Programs and Materials continues – The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.		
Evaluation Criteria	**Documentation of Evidence**	
G. <u>Comprehension Instruction</u> - All Grades The ability to gain and use meaning from text. • Instruction is purposeful and active • Instruction is explicit and includes: direct explanation, modeling, guided practice, and application, and • Comprehension strategies include: monitoring, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.	Yes ___ No ___	
4. The core instructional program provides a balance of text types (i.e., predictable, decodable, quality children's literature; narrative and expository).	Yes ___ No ___	
5. The instructional program includes daily reading aloud by the teacher and discussion of both fiction and nonfiction.	Yes ___ No ___	
6. Programs with documented evidence of improving student achievement are in place for intervention and remediation of students who do not demonstrate adequate knowledge or progress from the core program.	Yes ___ No ___	
7. All programs and materials are implemented with a high level of consistency and conformity.	Yes ___ No ___	

E. Differentiated Instruction/Grouping/Scheduling – Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.		
Evaluation Criteria	**Documentation of Evidence**	
1. Instruction at all grades is provided in flexible homogeneous groupings to maximize student performance.	Yes ___ No ___	
2. Tutoring is used judiciously to supplement (not supplant) explicit teacher-directed instruction.	Yes ___ No ___	
3. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).	Yes ___ No ___	
4. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	Yes ___ No ___	

F. Instructional Time – A sufficient amount of time is allocated for instruction and the time allocated is used effectively.		
Evaluation Criteria	**Documentation of Evidence**	
1. The school literacy plan allows for a set amount of daily uninterrupted time for reading instruction and reading practice.	Yes ___ No ___	
2. The school literacy plan establishes a system for coordinating resources, both people and materials, to ensure optimal use of the time.	Yes ___ No ___	
3. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.	Yes ___ No ___	
4. Additional instructional time is allocated to students who fail to make adequate reading progress.	Yes ___ No ___	

G. Professional Development – Adequate and ongoing professional development is available to support reading achievement.		
Evaluation Criteria	**Documentation of Evidence**	
1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional priorities and effective practices.	Yes ___ No ___	
2. Ongoing staff development is established to support teachers and instructional staff in the assessment and instruction of instructional priorities.	Yes ___ No ___	
3. Staff development efforts are explicitly linked to scientifically validated programs and practices as outlined in consensus documents of research such as: a) Preventing Reading Difficulties In Young Children b) Starting Out Right c) Report of the National Reading Panel d) Every Child Reading: An Action Plan e) Every Child Reading: A Professional Development Guide f) Teaching Reading Is Rocket Science g) Put Reading First: The Research Building Blocks for Teaching Children to Read.	Yes ___ No ___	

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Assessment Instrument for Planning Effective Professional Development in Reading

"Research affirms that quality classroom instruction in kindergarten and the primary grades is the single best weapon against reading failure." (National Research council, 1998, p. 343)

Virginia Department of Education

Office of Elementary Instructional Services

Assessment Instrument for Planning Effective Professional Development in Reading

This document was designed in part, to assist schools in assessing their professional development needs for **Virginia's Reading First** grant.

It offers an overview of the components of reading instruction supported by scientific research and a guide to the content that should be emphasized in an effective professional development program. For each component, a chart delineates the knowledge teachers need in order to understand the process and content of instruction and the most effective classroom strategies that teach each component.

The first section focuses on teacher knowledge and the second part enables an observer to determine if the most effective instructional strategies are being implemented in the classroom.

School: _____ Date: _____

Position (check one)

_____Administrator _____ Reading Specialist

_____Classroom Teacher _____ Grade

Directions:

To complete part one and part two, please check either yes or no for each item. For each item checked yes, provide a brief comment to support your answer. **Part One – Teacher Knowledge** can be filled out individually or at grade level meetings. The findings should be compiled to provide an overall view of the level of teacher knowledge in the school. An administrator or their designee should complete **Part Two – Instructional Strategies**, while observing in classrooms to see if the most effective instructional strategies are being implemented. The findings should be summarized for an overall picture of the instructional strategies that are being used to teach the reading components.

After careful examination of these two documents, the school will be able to determine their professional development needs to ensure effective professional development that will improve student achievement, support consistent implementation of a comprehensive reading program, build school capacity, and increase faculty morale, collaboration, and commitment.

Part One - Teacher Knowledge		
Phonemic Awareness/Letter Knowledge		
Evaluation Criteria	**Documentation of Evidence**	
4. Know the progression of development of phonological skill (rhyming; word identification; syllable counting; onset-rime segmentation and blending; phoneme identification, segmentation, and blending).	Yes __ No __	
5. Understand the difference between speech sounds (phonemes) and the letters/letter combinations (graphemes) that represent them.	Yes __ No __	
3. Identify and pronounce the 40 to 44 vowel and consonant speech sounds in English.	Yes __ No __	
4. Understand the print concepts young children must develop (e.g., front of the book; that print, not the picture, tells the story; and directionality).	Yes __ No __	
5. Segment and blend any single-syllable word at the onset-rime and phoneme level.	Yes __ No __	
6. Understand the role of letter name knowledge in reading and spelling.	Yes __ No __	

Part One - Phonics/Word Study

Evaluation Criteria	Documentation of Evidence	
1. Understand the layered concept of the English spelling system: phoneme-grapheme, syllable pattern, and morpheme units in print.	Yes ___ No ___	
2. Contrast explicit, systematic teaching with implicit, incidental, teaching.	Yes ___ No __	
3. Understand the developmental progression in which orthographic knowledge is generally acquired.	Yes ___ No ___	
4. Understand the principles of teaching: model, lead, give guided and independent practice, and using data to make instructional decisions.	Yes ___ No ___	
5. Recognize examples of sound-symbol correspondences, rules, and patterns in English; recognize syllable types and morphemes.	Yes ___ No ___	
6. Understand the phonological features of a second language, for example Spanish, and how they interfere with English pronunciation and phonics.	Yes ___ No ___	

Part One - Fluent, Automatic Reading of Text		
Evaluation Criteria	**Documentation of Evidence**	
1. Understand the role of fluency in word recognition, oral reading, silent reading, and comprehension of written communication.	Yes ___ No ___	
2. Define and identify an example of text at a student's frustration, instructional, and independent reading level.	Yes ___ No __	
3. Understand reading fluency from several perspectives: stage of normal reading development; intrinsic characteristic of some reading disorders; and consequence of practice and instruction.	Yes ___ G. No ___	
4. Know the oral reading rates for each grade level: Gr. 1 – 60 wpm Gr. 2 – 70 wpm Gr. 3 – 90 wpm Gr. 4 – 120 wpm Gr. 5 – 120 wpm.	Yes ___ No ___	

Part One - Vocabulary		
Evaluation Criteria	**Documentation of Evidence**	
1. Understand the role of vocabulary/concept development and vocabulary knowledge in comprehension.	Yes ___ No ___	
2. Understand the role and characteristics of direct, explicit, contextual methods of vocabulary instruction.	Yes ___ No __	
3. Know varied techniques for vocabulary instruction - Before reading (e.g., read a sentence from the book that contains the word you want to teach and have students use context and prior knowledge to figure out its meaning) - During reading (e.g., model how to figure out the meaning of a word by using context clues) - After reading (e.g., assist students in learning words by having them categorize words).	Yes ___ No ___	
4. Understand principles of word selection for vocabulary instruction.	Yes ___ No ___	
5. Know reasonable goals and exceptions for learners at various stages of reading development; appreciate the wide difference in students' vocabularies.	Yes ___ No ___	

Part One - Text Comprehension		
Evaluation Criteria	**Documentation of Evidence**	
1. Understand comprehension-monitoring strategies commonly used by good readers.	Yes ___ No ___	
2. Understand the levels of reading (emergent, beginning, transitional, and intermediate/specialized) and how the skills spiral.	Yes ___ No __	
3. Differentiate among before, during, and after reading strategies that are appropriate for both narrative and expository texts.	Yes ___ No ___	
4. Identify the typical structure of common narrative and expository text genres.	Yes ___ No ___	
5. Identify text structure and syntax (phrases, clauses, sentences, paragraphs and " academic language") that could be a source of miscomprehension.	Yes ___ No ___	
6. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.	Yes ___ No ___	

Part One - Spelling		
Evaluation Criteria	**Documentation of Evidence**	
1. Understand the organizing principles of the English spelling system at the sound, syllable, and morpheme levels.	Yes ___ No ___	
2. Identify students' level of spelling achievement and orthographic knowledge.	Yes ___ No ___	

Part One - Classroom Organization (Grouping/Student Learning)		
Evaluation Criteria	**Documentation of Evidence**	
1. Understand how to group for different instructional purposes.	Yes ___ No ___	
2. Understand that monitoring student progress leads to regrouping and reteaching the knowledge and skills that the group needs.	Yes ___ No __	
3. Know the knowledge and skills that have the highest impact on learning to read.	Yes ___ No ___	
4. Understand how to use peer tutoring and flexible grouping that allows students to move from one group to another.	Yes ___ No ___	
5. Utilize time effectively to reduce teacher talk and maximum the amount of time students are actively engaged in reading.	Yes ___ No ___	
6. Determine the appropriate level of instructional materials.	Yes ___ No ___	
7. Understand and utilize a variety of instructional strategies to offer students a variety of ways they can participate in active learning.	Yes ___ No ___	

Part Two – Instructional Strategies		
Phonemic Awareness/Letter Knowledge		
Evaluation Criteria	**Documentation of Evidence**	
1. Provides explicit and systematic instruction focusing on only one or two phonemic awareness skills at a time, such as segmenting and blending.	Yes ___ No ___	
2. Links sounds to letters as soon as possible.	Yes ___ No __	
3. Uses screening, diagnostic, and systematic classroom-based instructional assessment to inform instruction.	Yes ___ No ___	

Part Two – Phonics/Word Study		
Evaluation Criteria	**Documentation of Evidence**	
1. Provides explicit, systematic phonics instruction that teaches a sequenced set of letter sound relations.	Yes ___ No ___	
2. Provides explicit instruction in blending sounds to read words.	Yes ___ No __	
3. Includes practice in reading texts that are written for students to use their phonics knowledge to decode and read words (decodable text).	Yes ___ No ___	
4. Gives substantial practice for children to apply phonics as they spell words.	Yes ___ No ___	
5. Uses systematic classroom- based instructional assessment to inform instruction.	Yes ___ No ___	

Part Two - Fluency, Automatic Reading of Text		
Evaluation Criteria	**Documentation of Evidence**	
1. Provides opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents.	Yes ___ No ___	
2. Matches reading text and instruction to individual students.	Yes ___ No __	
3. Determines instructional and independent reading level for each student.	Yes ___ No __	
4. Applies systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy (periodically check student reading rate).	Yes ___ No ___	

Part Two - Vocabulary		
Evaluation Criteria	**Documentation of Evidence**	
1. Provides daily opportunities for students to receive direct, explicit instruction in the meaning of words and in word learning strategies.	Yes ___ No ___	
2. Provides daily opportunities for students to read in and out of school.	Yes ___ No __	
3. Engages children in daily interactions that promote using new vocabulary in both oral and written language.	Yes ___ No ___	
4. Enriches and expands the vocabulary knowledge of English language learners.	Yes ___ No ___	
5. Actively involves students in making connections between concepts and words.	Yes ___ No ___	

Part Two - Text Comprehension		
Evaluation Criteria	**Documentation of Evidence**	
1. Explicitly explains, models, and teaches comprehension strategies, such as previewing and summarizing text.	Yes ___ No ___	
2. Provides comprehension instruction before, during, and after reading (e.g., strategy for narrative text – story map; strategy for expository text – KWL).	Yes ___ No __	
3. Promotes thinking and extended conversation by asking questions and encouraging student questions and discussions.	Yes ___ No ___	
4. Provides extended opportunities for English language learners to participate.	Yes ___ No ___	
5. Uses systematic classroom-based instructional assessment to inform instruction.	Yes ___ No ___	

Part Two - Spelling and Writing		
Evaluation Criteria	**Documentation of Evidence**	
1. Provides explicit and systematic spelling instruction daily to reinforce and extend students' growing knowledge about reading.	Yes ___ No ___	
2. Provides daily opportunities for manipulating, categorizing, and examining the similarities and differences in words.	Yes ___ No __	
3. Provides daily opportunities to increase writing accuracy and speed.	Yes ___ No ___	
4. Models various types of writing and helps children apply spelling and reading knowledge in purposeful writing.	Yes ___ No ___	
5. Integrates writing across the curriculum.	Yes ___ No ___	
6. Uses systematic classroom-based instructional assessment to inform instruction.	Yes ___ No ___	

Part Two - Classroom Organization (Grouping/Student Learning)

Evaluation Criteria	Documentation of Evidence	
1. Uses alternate grouping formats (e.g., one-on-one, pairs, small group, whole group) for different instructional purposes and to meet students' needs.	Yes ___ No ___	
2. Uses small, same- ability groups, continually monitors student progress, and regroups to reflect students' knowledge and skills.	Yes ___ No __	
3. Re-teaches knowledge and skills (when needed) that have the highest impact on learning to read.	Yes ___ No ___	
4. Uses flexible grouping that provides opportunities for students to be members of more than one group.	Yes ___ No ___	
5. Incorporates peer tutoring; pair students together (e.g., less proficient reader with a more proficient reader).	Yes ___ No ___	
6. Designs instruction to provide a greater amount of time for actively engaged student activities and less time for teacher talk.	Yes ___ No __	
7. Provides a variety of presentation formats and ways students can participate in instruction.	Yes ___ No ___	
8. Uses an appropriate level of instructional materials.	Yes ___ No ___	
9. Adapts the pacing, content, and emphasis of instruction for individuals and groups of children, including English language learners and those having difficulty learning to read.	Yes ___ No ___	

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